

Dassa McKinney El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

Sharing: This plan is shared annually with the Moniteau School Board of Directors, the May and September Title I PAC Meetings, and at the Fall Title I/PTO Meeting. Additionally, the plan is available on the school's website at <https://dassa-mckinney.moniteau.org/Our-School> . Translation of this document is available by Google Translate upon request.

School		AUN/Branch
Dassa McKinney Elementary School		104105353/6605
Address 1		
391 Hooker Road		
Address 2		
City	State	Zip Code
West Sunbury	PA	16061
Chief School Administrator		Chief School Administrator Email
Aubrie Schnelle		aschnelle@moniteau.org
Principal Name		
Kevin Boariu		
Principal Email		
kboariu@moniteau.org		
Principal Phone Number		Principal Extension
7246372321		3128
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization
Kevin Boariu	Principal	Administrator, Federal Programs Coordinator
Nicole Fox	Principal	Administrator
Diane O'Donovan	Teacher	2nd Grade ELA Teacher, Department Chair
Amy Spiegel	Teacher	6th Grade ELA Teacher, Department Chair
Carol Callender	Teacher	Title I Reading Specialist
Melanie Olejar	Teacher	Title I Math Teacher, Department Chair
Justin Will	Teacher	2nd Grade Math Teacher, Department Chair
Amanda Jackson	Parent	Parent
Anne Stark	Parent	Parent
Stephanie Rose	Parent	Parent
Linda Dillaman	Board Member	School Board, Grandparent
Roberta Kohlmeyer	Teacher	Teacher

Vision for Learning

Vision for Learning

The Pennsylvania State Standards of Assessment serve as the foundation of the Moniteau School District's educational program with the achievement of these standards being our expected outcome. The Moniteau School District uses purposeful assessment to drive instruction and provide an educational program that meets the needs of all students in order to continuously improve student achievement. Educating Moniteau students is a shared responsibility amongst all stakeholders: students, parents, the board of directors, administrators, teachers, support staff members, and members of the community. High-quality, content-area professionals provide administrators, teachers, and support staff with the tools and knowledge required to enhance our ability to deliver a high-quality instructional program.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
19.5% of Dassa McKinney students scored Advanced on the Math PSSA assessments in 22-23	This is an improvement from 15.7% in 21-22
55.9% of Dassa McKinney students scored Advanced/Proficient on the Math PSSA assessments in 22-23	This score improves from 48.5% in 21-22, with economically disadvantaged students reaching 48.6% proficiency in 22-23.
Dassa McKinney students achieved a 99.0 growth score on the ELA PSSA, exceeding the state average of 75.4.	All student subgroups including students with disabilities and economically disadvantaged students achieved at or near this level.

Challenges

Indicator	Comments/Notable Observations
57.3% of Dassa McKinney students scored Advanced/Proficient on the ELA PSSA assessments in 22-23.	While this is an improvement over the 52.6% Advanced/Proficient score in 21-22, it still did not meet the interim target
12.3% of Dassa McKinney students were considered chronically absent during the 22-23 school year	While this is better than the state average, it is lower than our previous 3 assessment years and our preliminary 23-24 data is showing this as an even greater concern

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

Strengths

Indicator Students with disabilities at Dassa McKinney received a 77.0 growth score for performance on the ELA PSSA. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations This score exceeds the statewide average
Indicator ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations

Challenges

Indicator The 22-23 attendance rate for students from economically disadvantaged homes is 84.1% ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations The rate is lower than both the state and schoolwide averages and consistent with prior year's performance. This rate also shows a decline over the previous year.
Indicator Only 45.7% of economically disadvantaged students in Grade 3	Comments/Notable Observations This trails the all student group which had a 56.6% proficiency rate.

are proficient readers by the end of Grade 3 ESSA Student Subgroups Economically Disadvantaged	
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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.

55.9% of Dassa McKinney students scored Advanced/Proficient on the Math PSSA assessments in 22-23
19.5% of Dassa McKinney students scored Advanced on the Math PSSA assessments in 22-23
Students with disabilities at Dassa McKinney received a 77.0 growth score for performance on the ELA PSSA.

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.

Only 45.7% of economically disadvantaged students in Grade 3 are proficient readers by the end of Grade 3
Only 57.3% of Dassa McKinney students scored Advanced/Proficient on the ELA PSSA assessments in 22-23.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Data from Fall 2024 NWEA MAP testing shows 73% of students performing above the 40th percentile on Reading assessments in Grade 3.	Early literacy achievement was a weakness in the previous year's Future Ready Index data.
Data from Fall 2024 NWEA MAP testing shows 45% of students performing below the 40th percentile on Reading assessments in Grade 6.	This cohort's academic performance continues to be harmed by lost instructional time from COVID closures.

English Language Arts Summary

Strengths

Data from Fall 2024 NWEA MAP testing shows 73% of students performing above the 40th percentile on Reading assessments in Grade 3.
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Challenges

Data from Fall 2024 NWEA MAP testing shows 45% of students performing below the 40th percentile on Reading assessments in Grade 6.
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Mathematics

Data	Comments/Notable Observations
Fall 2024 NWEA testing shows our 4th and 5th grade cohorts average performance rating in the 47th percentile in Mathematics.	These groups were the first cohorts to work through our new HMH math series.
Fall 2024 NWEA testing shows our 6th grade cohort's average performance rating in the 37th percentile in Mathematics.	This lags well behind the performance of other grade levels as noted.
Fall 2024 NWEA testing shows 24% of our 6th grade cohort performing below the 20th percentile in mathematics with a further 33% falling between the 20th and 40th percentile.	This correlates with performance on the Spring 2024 PSSA Mathematics assessment.

Mathematics Summary

Strengths

Fall 2024 NWEA testing shows our 4th and 5th grade cohorts average performance rating in the 47th percentile in Mathematics.

Challenges

Fall 2024 NWEA testing shows 24% of our 6th grade cohort performing below the 20th percentile in mathematics with a further 33% falling between the 20th and 40th percentile.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
94.7% of Dassa McKinney students achieved scores of advanced or proficient on the 4th Grade PSSA Science test during the 22-23 school year.	Students in Grade 4 receive a comprehensive Science class with departmentalization to ensure consistency of instruction from one teacher. Data is based on early reporting from PSSA.
Students in Grades 3-6 have dedicated science instructional time as well as a weekly STEM specials class.	STEM content is already tied to ISTE standards which will allow for instruction of STEELS engineering standards.

Science, Technology, and Engineering Education Summary

Strengths

94.7% of Dassa McKinney students achieved scores of advanced or proficient on the 4th Grade PSSA Science test during the 22-23 school year.

Students in Grades 3-6 have dedicated science instructional time as well as a weekly STEM specials class.

Challenges

New Science standards will require a significant amount of dedication to curriculum planning and resource purchasing in order to maintain current levels of performance on the PSSA assessment.

Reduction in Grade 4 science instructional time, necessitated by higher needs in Math and ELA, will present instructional challenges that may reduce student assessment performance.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of Dassa McKinney students completed career exploration and preparation aligned to the Chapter 339 standards.	Based on Future Ready Index and local supporting data

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Local enrollment data shows that over 20% of students in Grades 5 and 6 participate in the school's band program.	

Environment and Ecology

False Environment and Ecology

Data	Comments/Notable Observations
New PDE STEELS standards will require a complete rewrite of our science curriculum.	

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.

All Student Group exceeded Future Ready performance benchmark for college and career readiness.
Local enrollment data shows that over 20% of students in Grades 5 and 6 participate in the school's band program.

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.

New PDE STEELS standards will require a complete rewrite of our science curriculum.
Students in grades 3 and 5 have dedicated social studies instructional blocks 3 days/week

Equity Considerations

Students with Disabilities

Data	Comments/Notable Observations
Future Ready PA Index and PVAAS for English Language Arts and Mathematics	Grade level and subgroup data continues to be inconsistent, making it difficult to determine patterns of need.
The attendance rate for students with disabilities exceeds the attendance rate for the entire school	Students with disabilities are not being disproportionately effected by chronic absenteeism

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
45.7% of Economically Disadvantaged Dassa McKinney 3rd Grade students scored advanced or proficient on the PSSA Reading assessment.	This is notable decline from the previous year
Kindergarten Registration Data shows > 25% of incoming students did not have a formal pre-Kindergarten experience.	This is an improvement over the previous year where >40% of incoming students did not have a formal pre-Kindergarten experience.

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.

The attendance rate for students with disabilities (88.3%) exceeds the attendance rate for the entire school (87.7%)
All students with disabilities are instructed by a highly qualified teacher.

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.

Kindergarten Registration Data shows > 25% of incoming students did not have a formal pre-Kindergarten experience.
45.7% of Economically Disadvantaged Dassa McKinney 3rd Grade students scored advanced or proficient on the PSSA Reading assessment.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Our Schoolwide PBIS team continues to be recognized at the state level for sustaining Tier 3 programming
Our MTSS team has leadership outside of administration allowing for appropriate intervention planning and monitoring.
Our staffing adjustments have placed teachers in positions of strength in the building with adequate staffing plans developed for the next 5 years.

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?

Our professional development continues to be a weakness with limited resources committed to improving instructional practices.
A lack of consistent phonics instruction in the primary grades stems from a lack of consistency in use of instructional resources in these grades.
Parent and stakeholder communication continues to be adequate at best, possibly effecting our student attendance and parent engagement

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
Students with disabilities at Dassa McKinney received a 77.0 growth score for performance on the ELA PSSA.	False
55.9% of Dassa McKinney students scored Advanced/Proficient on the Math PSSA assessments in 22-23	True
19.5% of Dassa McKinney students scored Advanced on the Math PSSA assessments in 22-23	True
Data from Fall 2024 NWEA MAP testing shows 73% of students performing above the 40th percentile on Reading assessments in Grade 3.	True
94.7% of Dassa McKinney students achieved scores of advanced or proficient on the 4th Grade PSSA Science test during the 22-23 school year.	False
Students in Grades 3-6 have dedicated science instructional time as well as a weekly STEM specials class.	False
All Student Group exceeded Future Ready performance benchmark for college and career readiness.	False
The attendance rate for students with disabilities (88.3%) exceeds the attendance rate for the entire school (87.7%)	False
Local enrollment data shows that over 20% of students in Grades 5 and 6 participate in the school's band program.	False
Our Schoolwide PBIS team continues to be recognized at the state level for sustaining Tier 3 programming	False
Our MTSS team has leadership outside of administration allowing for appropriate intervention planning and monitoring.	True
Our staffing adjustments have placed teachers in positions of strength in the building with adequate staffing plans developed for the next 5 years.	False
Fall 2024 NWEA testing shows our 4th and 5th grade cohorts average performance rating in the 47th percentile in Mathematics.	True
All students with disabilities are instructed by a highly qualified teacher.	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
Only 45.7% of economically disadvantaged students in Grade 3 are proficient readers by the end of Grade 3	True
Only 57.3% of Dassa McKinney students scored Advanced/Proficient on the ELA PSSA assessments in 22-23.	True
Data from Fall 2024 NWEA MAP testing shows 45% of students performing below the 40th percentile on Reading assessments in Grade 6.	True
New PDE STEELS standards will require a complete rewrite of our science curriculum.	False

Fall 2024 NWEA testing shows 24% of our 6th grade cohort performing below the 20th percentile in mathematics with a further 33% falling between the 20th and 40th percentile.	True
Students in grades 3 and 5 have dedicated social studies instructional blocks 3 days/week	False
New Science standards will require a significant amount of dedication to curriculum planning and resource purchasing in order to maintain current levels of performance on the PSSA assessment.	False
A lack of consistent phonics instruction in the primary grades stems from a lack of consistency in use of instructional resources in these grades.	False
Our professional development continues to be a weakness with limited resources committed to improving instructional practices.	False
Reduction in Grade 4 science instructional time, necessitated by higher needs in Math and ELA, will present instructional challenges that may reduce student assessment performance.	False
Kindergarten Registration Data shows > 25% of incoming students did not have a formal pre-Kindergarten experience.	True
45.7% of Economically Disadvantaged Dassa McKinney 3rd Grade students scored advanced or proficient on the PSSA Reading assessment.	False
Parent and stakeholder communication continues to be adequate at best, possibly effecting our student attendance and parent engagement	True

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.

Overall academic performance in the 24-25 6th grade cohort continues to be a major concern, but we feel that instructional improvements and use of federal programs money to support mathematics instruction is showing quantifiable gains.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Only 45.7% of economically disadvantaged students in Grade 3 are proficient readers by the end of Grade 3	Consistent, core instruction in reading is a concern for improvement in the primary grades. This concern may also be related to our students' lack of exposure to instruction prior to kindergarten	False
Only 57.3% of Dassa McKinney students scored Advanced/Proficient on the ELA PSSA assessments in 22-23.		False
Fall 2024 NWEA testing shows 24% of our 6th grade cohort performing below the 20th percentile in mathematics with a further 33% falling between the 20th and 40th percentile.	This cohort has dual exposure problems including COVID related impacts and the lack of a consistent mathematics program prior to their Grade 4 school year.	True
Data from Fall 2024 NWEA MAP testing shows 45% of students performing below the 40th percentile on Reading assessments in Grade 6.		False
Kindergarten Registration Data shows > 25% of incoming students did not have a formal pre-Kindergarten experience.	The rural nature of our community and income eligibility limits for Pre-K programs are having an adverse impact on the readiness of our kindergarten students.	True
Parent and stakeholder communication continues to be adequate at best, possibly effecting our student attendance and parent engagement		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Data from Fall 2024 NWEA MAP testing shows 73% of students performing above the 40th percentile on Reading assessments in Grade 3.	
55.9% of Dassa McKinney students scored Advanced/Proficient on the Math PSSA assessments in 22-23	
19.5% of Dassa McKinney students scored Advanced on the Math PSSA assessments in 22-23	
Our MTSS team has leadership outside of administration allowing for appropriate intervention planning and monitoring.	Improvement of the existing MTSS program is necessary to identify and support students in need of Tier 2 and 3 academic intervention.
Fall 2024 NWEA testing shows our 4th and 5th grade cohorts average performance rating in the 47th percentile in Mathematics.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Dassa McKinney Elementary School will utilize Title I Mathematics support to provide reteaching and assessment of foundational skills to address weaknesses caused by a lack of content exposure in grades 1-3.
	The Dassa McKinney Title I team will identify students with limited school experience to provide additional instructional support in Kindergarten to address basic skills.
	Moniteau SD's Title I PAC Team will explore nww communication tools to enhance school/stakeholder engagement

Goal Setting

Priority: Dassa McKinney Elementary School will utilize Title I Mathematics support to provide reteaching and assessment of foundational skills to address weaknesses caused by a lack of content exposure in grades 1-3.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Moniteau SD will identify students in grades 4-5 for Tier II/III mathematics intervention groups based upon NWEA assessment data. Identified students will receive weekly intervention support from a Title I Math teacher with data monitored by the intervention team 2-3x annually.			
Measurable Goal Nickname (35 Character Max)			
Mathematics Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify students in grades 4-5 for tiered mathematics intervention groups utilizing NWEA assesment data. Tiered students will receive intervention support with data monitored by the MTSS team 2-3x annually.	Analysis of data for tiered students with movement to more frequent 2-3x per week intervention for 6-12 weeks.	Analysis of data for tiered students with movement to more frequent 2-3x per week intervention for 6-12 weeks.	60% of students in the intervention group will increase their percentile performance on the identified assessment by 5% or more (ex. student scores 20th percentile in fall, 25th percentile in winter or spring = goal met)

Priority: The Dassa McKinney Title I team will identify students with limited school experience to provide additional instructional support in Kindergarten to address basic skills.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Moniteau SD will identify kindergarten students whose entry skills in letter naming fluency fall below the 25th percentile for intervention support. Identified students will be re-assessed during the winter benchmark with students continuing to fall below the 25th percentile moved into more frequent/intensive Tier III groups.			
Measurable Goal Nickname (35 Character Max)			
Kindergarten Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete ESGI and Aimsweb+ assessments and begin 1-2x weekly instructional support for students below the 25th percentile.	Continued intervention for students below the 25th percentile with increased instructional support for those with a low ROI score on Aimsweb+ assessments.	Upon completion of winter benchmark, identify students who require continued Tier III intervention and dismiss all students who do not require advancement to this Tier from group.	100% of students whose performance falls below the 25th percentile on letter naming fluency tasks will receive weekly intervention support with fewer than 5% of students requiring Tier III intervention upon completion of the winter benchmark.

Priority: Moniteau SD's Title I PAC Team will explore new communication tools to enhance school/stakeholder engagement

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Moniteau SD's Title I PAC Team will explore new communication tools to enhance school/stakeholder engagement and recommend one program for use to the school district's board of directors.			
Measurable Goal Nickname (35 Character Max)			
Communication Tool Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
One Title I PAC events will include sessions to review and discuss communication tools including Class Dojo, Parent Square, and Skyalert.	One Title I PAC events will include sessions to review and discuss communication tools including Class Dojo, Parent Square, and Skyalert.	The Title I PAC team will review information on all programs and survey the team and vote on which program to recommend to the board.	The Title I PAC team will make a recommendation to the administration and School Board of which communication tool would be the best fit for the district moving forward.

Action Plan

Measurable Goals

Mathematics Goal	Kindergarten Goal
Communication Tool Goal	

Action Plan For: Texting With Parents (PA Evidence Resource Center)

Measurable Goals:
<ul style="list-style-type: none"> Moniteau SD's Title I PAC Team will explore new communication tools to enhance school/stakeholder engagement and recommend one program for use to the school district's board of directors.

Action Step		Anticipated Start/Completion Date	
Title I PAC team review of parent communication tools that include ability to text important messages regarding student performance and attendance.		2024-09-23	2025-02-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Diane O'Donovan, Department Chair Kevin Boariu, Principal	Conference room, list of communication tools, and materials to share about each program	No	
Action Step		Anticipated Start/Completion Date	
Present recommendations from the Title I PAC team to the Moniteau Board of School Directors.		2025-02-10	2025-04-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Diane O'Donovan, Department Chair Kevin Boariu, Principal	Conference room, list of communication tools, and materials to share about each program	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Recommendation of a new communication tool to the Moniteau School District's Board of Directors.	The Dassa McKinney Title I PAC Team will monitor progress towards the goal of presenting

Action Plan For: Foundational Skills to Support Reading (What Works Clearinghouse)

Measurable Goals:
<ul style="list-style-type: none"> Moniteau SD will identify K students whose entry skills in letter naming fluency fall below the 25th percentile for intervention. Identified students will be re-assessed during the winter benchmark with students continuing to fall below the 25th percentile moved into more intensive Tier III ggroups.

Action Step		Anticipated Start/Completion Date	
Instruction and re-teaching of letters, sounds, segmentation, etc.		2024-09-09	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Carol Callender, Title Reading Teacher Mary Riesmeyer, Title Reading Paraprofessional	95% Group resources, UFLI teacher's guide, Learning Without Tears workbooks	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved student performance on academic literacy assessments	The Title I Schoolwide Team and administration will meet 3x annually to review student performance data

Action Plan For: Standards Based Math Intervention

Measurable Goals:
<ul style="list-style-type: none"> Moniteau SD will identify students in grades 4-5 for Tier II/III mathematics intervention groups based upon NWEA assessment data. Identified students will receive weekly intervention support from a Title I Math teacher with data monitored by the intervention team 2-3x annually.

Action Step		Anticipated Start/Completion Date	
Reteaching and adapted instructional modality for skill deficits in Grade 4-6 mathematics students utilizing teacher instruction and the Math 180 intervention program.		2024-09-09	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Melanie Olejar, Title I Math Teacher	Math 180 program and subscriptions, paid for by 2023-24 Title I funds.	No	
Action Step		Anticipated Start/Completion Date	
Complete 1 hour of Math 180 training from HMH and 1-2 hours of mathematics intervention strategy training from Slippery Rock University		2024-10-14	2024-11-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Melanie Olejar, Title I Math Teacher	Chromebooks, teacher subscriptions to Math 180 program	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved student performance on standardized math assessments	The Title I Schoolwide Team and administration will meet 3x annually to review student performance data. The Title I Math Teacher will also meet with the administration every 4-5 weeks to review student progress.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Foundational Skills to Support Reading (What Works Clearinghouse) 	Salary and Benefits for 1 Title I Reading Teacher and 1 Title I Paraprofessional	\$ 135,597
Instruction	<ul style="list-style-type: none"> Standards Based Math Intervention 	Salary and Benefits for 1 Title I Reading Teacher	\$ 109,155
Carryover Funds	<ul style="list-style-type: none"> Standards Based Math Intervention 	Math 180 subscriptions, Generation Genius, ParentSquare	
Total Expenditures			\$ 244,752

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards Based Math Intervention	Complete 1 hour of Math 180 training from HMH and 1-2 hours of mathematics intervention strategy training from Slippery Rock University

Math 180 Training

Action Step
<ul style="list-style-type: none"> Complete 1 hour of Math 180 training from HMH and 1-2 hours of mathematics intervention strategy training from Slippery Rock University
Audience
Grade 4-6 Mathematics Teachers, Title I Math Teacher

Topics to be Included		
Math 180, Intervention groupings		
Evidence of Learning		
Completed Act 48 survey		
Lead Person/Position	Anticipated Start	Anticipated Completion
Melanie Olejar	2024-10-14	2024-10-14

Learning Format

Type of Activities	Frequency
Inservice day	1x annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Chief School Administrator	Date
Aubrie L Schnelle	2024-12-17
Building Principal Signature	Date
Kevin Boariu	2024-12-17
School Improvement Facilitator Signature	Date