

Profile and Plan Essentials

School		AUN/Branch
Nottingham Elementary		124156703
Address 1		
736 Garfield Street		
Address 2		
City	State	Zip Code
Oxford	PA	19363
Chief School Administrator		Chief School Administrator Email
David Woods		dwoods@oxfordasd.org
Principal Name		
Lisa A. Yingst-Pyle		
Principal Email		
lyingst-pyle@oxfordasd.org		
Principal Phone Number		Principal Extension
610-932-6632		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Margaret Billings-Jones		mbillings-jones@oxfordasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lisa Yingst-Pyle	Principal	Nottingham Elementary Grade 3-4	lyingst-pyle@oxfordasd.org
Nadine Callan	Guidance Counselor	Nottingham Elementary	ncallan@oxfordasd.org
Jaime Swierczek	Grade 3-4 Reading Specialist	Nottingham Elementary	jswierczek@oxfordasd.org
Kristin Kelly	Grade 3-4 Title 1 Reading Specialist	Nottingham Elementary	kkelly@oxfordasd.org
Lisa Summers	Grade 3-4 Music-Band Teacher	Nottingham Elementary	lsummers@oxfordasd.org
Julia Ross	Grade 3-4 ESL Teacher	Nottingham Elementary	jross@oxfordasd.org
Dominique Peters	Grade 3-4 ESL Specialist	Nottingham Elementary	dpeters@@oxfordasd.org
Amy Perkins	Community Representative	Oxford Light House Youth Center	amy@oxfordlighthouse.org
Laura Stoltzfus	Grade 4 Regular Education Teacher	Nottingham Elementary	lstoltzfus@oxfordasd.org
Kristen Rohrer	Teacher	Nottingham Elementary	krohrer@oxfordasd.org
Jennifer Buckley	Parent	Nottingham Elementary	jbuckely@oxfordasd.org
Amanda Harris	Instructional Aide	Nottingham Elementary	aharris@oxfordasd.org
Nick Hafycz	Education Specialist	Nottingham Elementary	nhafycz@oxfordasd.org
Margaret Billings-Jones, Ed.D.	Asst. Supt.	Oxford Area School District	mbillings-jones@oxfordasd.org
Stephanie Farmer	District Level Leaders	Oxford Area Highschool	sfarmer@oxfordasd.org
Pam Gehm	Parent	Oxford Area School District	pgehm@oxfordasd.org

Vision for Learning

Vision for Learning

The Nottingham Elementary Vision Statement will remain consistent with the Oxford Area School District's Vision of Kids First, Progress and Unity

Future Ready PA Index

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

False K	False 1	False 2	True 3	True 4	False 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
2024 Pennsylvania State Assessment Grade 4 Math Student Scores	Grade 4 Math student PSSA scores increased from 2023 to 2024 from 49.3% in 2023 to 50.21% in 2024
2024 Pennsylvania State Assessment Grade 4 Science Student Scores	Grade 4 Science -76.60% students At or Above Proficiency
2024 Pennsylvania State Assessment Grade 4 ELA Student Scores	Grade 4 ELA for 2024 was at 50.66% at or above proficiency
Subgroup student performance scores on PSSA	Review of the 2024 subgroup performance scores in both ELA and math assessments to determine the level of additional supports needed
Multi Tier Support System Student Data and Progress	all students grades 3 and 4

Challenges

Indicator	Comments/Notable Observations
Support of the Multi Tier Support System. Data teams schedule to review data providing direction and action steps	Increased performance on curriculum based and local assessments instructed by departmental specialists
Subgroup student performance scores on PSSA	Review of the 2024 subgroup performance scores in both ELA and math assessments to determine the level of additional supports needed
Continuous design of a Multi Tiered support schedule meeting all students needs	Grades 3 and 4
Assuring that all students in both grades 3 and 4 Develop a	Increasing achievement of all students in all content areas

schedule of supports needed to increase student individual achievement.	
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator 2023 Pennsylvania State Assessment Grade 3 ELA Student Scores ESSA Student Subgroups Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged	Comments/Notable Observations Continued progress for all student achievement
Indicator Multi Tier Support System Student Data and Progress ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations A Multi Tier Support System is in place in the school. Data teams review data to direction action steps
Indicator Increased performance on curriculum based and local assessments instructed by departmental specialists ESSA Student Subgroups Hispanic, Multi-Racial (not Hispanic), White	Comments/Notable Observations The implementation of a schedule of departmental specialists to administer course content during the first year yielded increased math performance. This will need to be monitored to continue increased student performance
Indicator Content specialists for the delivery of instruction ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations Departmentalization in year 3

Challenges

Indicator Student schedule with supports for all students ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations Multi Tiered support schedule meeting all students needs
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Indicator Multi Tiered support schedule meeting all students needs ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations Assuring that all students in both grades 3 and 4 receive the schedule of supports needed to increase their individual achievement.
Indicator Increasing achievement of all students in all content areas ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations Continued progress for all student achievement

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.

Multi Tier Support System Student Data and Progress
Content specialists for the delivery of instruction
2024 Pennsylvania State Assessment Grade 4 Math Student Scores
Continue to intergrate STEM in areas for students and expand career readiness

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Increasing achievement of all students in all content areas
Student schedule with supports for all students
Increasing achievement of all students in all content areas

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Academic Achievement	2024 Proficient/Advanced Local Benchmark Assessments- Study Island Grade 3-4 PSSA Benchmarks administered three times/year
Academic Progress	PVAAS/Academic Course Grades/DIBELS Measures Reading - Fluency/Comprehension//WIDA for Progress Monitoring of ELLs/ExactPath Student Diagnostic Measures
English Language Development	ACCESS for ELLs and WIDA ELA Standards
Instruction	Educator Effectiveness/Teacher Attendance

English Language Arts Summary

Strengths

English Language Arts Intervention follows a Multi Tiered System of Supports-
English Language Arts Intervention period of 40 forty minutes along with a 120 minutes of Core English Language Arts
English Language Learner Parent Involvement - Monthly parent engagement meetings to share academic programming, resources, (both school & community) and support available to the ELL population
Systemic approach that fully ensures school wide use of data that is focused on ELD programming.

Challenges

Continued Academic Achievement in English Language Arts
Continued achievement increase in math
Continued schedule of academic supports for all students needing support

Mathematics

Data	Comments/Notable Observations
Academic Achievement	emetric math academic achievement measures/Local Benchmark PSSA Assessments administered three times/year
Academic Progress	PVAAS/Academic Course Grades/Acadience Math Measures Fact Math Fluency/Math Application/WIDA for Progress Monitoring of ELLs/Exact Path Student Diagnostics-administered three times/year
Instruction	Educator Effectiveness/Teacher Attendance

Mathematics Summary

Strengths

Content Specialist deliver instruction
Multi Tiered Support System Math Intervention period along with the 90 minute Math Core to address the area of need as it relates to Mathematics.
English Language Learner Math intervention/MTSS instruction focus of instruction for the acquisition of the math vocabulary

Challenges

Providing the support schedule for a multi Tiered Support System
Providing professional development for content specific instructional teachers
Providing positive behavioral supports to motivate student performance

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Academic Achievement	emetric Science academic achievement measures/Local Benchmark PSSA Assessments administered three times/year
Academic Progress	PVAAS/Academic Course Grades/Local Assessments
Instruction	Educator Effectiveness/Teacher Attendance

Science, Technology, and Engineering Education Summary

Strengths

Multi Tiered Support System Math Intervention period along with the 90 minute Math Core to address the area of need as it relates to Mathematics.
English Language Learner Math intervention/MTSS instruction focus of instruction for the acquisition of the math vocabulary

Challenges

Math intervention/MTSS instruction focus of instruction for the acquisition of the math vocabulary
Providing professional development for content specific instructional teachers

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	Individual Student Career Evidence /Career Portfolios/Career Awareness and Acquisition

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.

Student Centered Activities and Competencies which address Grades 3-4 CEW Standards
Providing a Career Awareness for Grade 3-4 Students through a structured program which involves educators, school, parent and community involvement
Utilization of student data appropriately for assessment purposes as well as career interests and awareness.

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.

Career Awareness and Readiness for Student with disabilities and emotional needs.
Focus on the relations and interactions between students and their school environment with the expressed purposes of reducing the effect of environmental barriers which may impede student academic success.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
English Language Development	Growth as measured for Language Acquisition as measured by ACCESS for ELLs and WIDA ELD Standards
Academic Achievement to measure and monitor ELL student progress to that of non ELL students	Curriculum Based Assessments, Local Benchmark Assessments/Individual Student Diagnostic Measurements/State assessments

Students with Disabilities

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

Data	Comments/Notable Observations
Academic Achievement	Local Benchmark Assessments/Individual Student Diagnostic Measurements.
Instructional Focus	Educator Effectiveness to differentiate instruction to support growth comparable to students without disabilities
Academic Progress	Progress monitored and measured towards student individual IEP goals (AIMS Web)/Course Grades to support growth comparable to students without disabilities

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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Academic Achievement	Local Math Benchmark Assessments/Individual Student Diagnostic Measurements/state assessments
Academic Progress	Student Diagnostics-ExactPath/Course Grades/Progress monitoring

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	Local Math Benchmark Assessments/Individual Student Diagnostic Measurements

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.

Student Individual Diagnostic and Progress Monitoring of area of Needs
Student Benchmark Assessments

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.

Increasing students with disabilities achievement levels
Increasing achievement levels of students of Black and Hispanic subgroup
Providing needed supports for all students

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

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	Exemplary
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	Exemplary
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	Exemplary

Summary

Strengths

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

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *
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Identify and address individual student learning needs through a systemic multi tiered systems of support

Collectively shape the vision for continuous improvement of instructional delivery and high expectations for success
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Multi Tier Support System Student Data and Progress	False
Content specialists for the delivery of instruction	True
2024 Pennsylvania State Assessment Grade 4 Math Student Scores	False
Multi Tier Support System Student Data and Progress	True
Increased performance on curriculum based and local assessments instructed by departmental specialists	False
English Language Arts Intervention follows a Multi Tiered System of Supports-	False
English Language Arts Intervention period of 40 forty minutes along with a 120 minutes of Core English Language Arts	True
English Language Learner Parent Involvement - Monthly parent engagement meetings to share academic programming, resources, (both school & community) and support available to the ELL population	True
Systemic approach that fully ensures school wide use of data that is focused on ELD programming.	True
Multi Tiered Support System Math Intervention period along with the 90 minute Math Core to address the area of need as it relates to Mathematics.	True
Content Specialist deliver instruction	False
Multi Tiered Support System Math Intervention period along with the 90 minute Math Core to address the area of need as it relates to Mathematics.	True
English Language Learner Math intervention/MTSS instruction focus of instruction for the acquisition of the math vocabulary	True
English Language Learner Math intervention/MTSS instruction focus of instruction for the acquisition of the math vocabulary	True
	True
Student Centered Activities and Competencies which address Grades 3-4 CEW Standards	True
Providing a Career Awareness for Grade 3-4 Students through a structured program which involves educators, school, parent and community involvement	True
Utilization of student data appropriately for assessment purposes as well as career interests and awareness.	True
Student Individual Diagnostic and Progress Monitoring of area of Needs	True

Student Benchmark Assessments	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: socially, emotionally, intellectually and physically	True
Continue to intergrate STEM in areas for students and expand career readiness	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
Student schedule with supports for all students	True
Increasing achievement of all students in all content areas	False
Multi Tiered support schedule meeting all students needs	False
Increasing achievement of all students in all content areas	False
Continued Academic Achievement in English Language Arts	True
Focus on the relations and interactions between students and their school environment with the expressed purposes of reducing the effect of environmental barriers which may impede student academic success.	True
Providing the support schedule for a multi Tiered Support System	False
Providing professional development for content specific instructional teachers	False
Providing positive behavioral supports to motivate student performance	True
Career Awareness and Readiness for Student with disabilities and emotional needs.	False
Math intervention/MTSS instruction focus of instruction for the acquisition of the math vocabulary	False
Providing professional development for content specific instructional teachers	False
Continued achievement increase in math	True
Continued schedule of academic supports for all students needing support	True
Increasing students with disabilities achievement levels	True
Increasing achievement levels of students of Black and Hispanic subgroup	True
Providing needed supports for all students	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	True
Identify and address individual student learning needs through a systemic multi tiered systems of support	True

Collectively shape the vision for continuous improvement of instructional delivery and high expectations for success	True
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Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Student schedule with supports for all students	All Student Groups did not meet the interim goal/improvement target in Math and ELA	True
Focus on the relations and interactions between students and their school environment with the expressed purposes of reducing the effect of environmental barriers which may impede student academic success.		False
Providing positive behavioral supports to motivate student performance	Working with CCIU consultant to refine and update current PBIS	False
Collectively shape the vision for continuous improvement of instructional delivery and high expectations for success		False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *		False
Identify and address individual student learning needs through a systemic multi tiered systems of support		False
Continued Academic Achievement in English Language Arts	61% Grade 3 Students were Basic or Below Basic in ELA	False
Continued achievement increase in math	53% Grade 3 Students were Basic and Below Basic in Math	False
Continued schedule of academic supports for all students needing support	28% Students in this group did not meet interim goal or improvement	True
Increasing achievement levels of students of Black and Hispanic subgroup	100% Black/Hispanic did not meet the interim goal or improvement in ELA	True
Providing needed supports for all students		True
Increasing students with disabilities achievement levels		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
English Language Arts Intervention period of 40 forty minutes along with a 120 minutes of Core English Language Arts	

English Language Learner Parent Involvement - Monthly parent engagement meetings to share academic programming, resources, (both school & community) and support available to the ELL population	
Systemic approach that fully ensures school wide use of data that is focused on ELD programming.	Use student data to determine the area of Language support needed.
Student Individual Diagnostic and Progress Monitoring of area of Needs	All student groups progress monitored in Math and Reading. School wide Benchmarks administered three per year
Student Benchmark Assessments	Monitor student growth in Math, ELA and Science
Multi Tiered Support System Math Intervention period along with the 90 minute Math Core to address the area of need as it relates to Mathematics.	
English Language Learner Math intervention/MTSS instruction focus of instruction for the acquisition of the math vocabulary	
Content specialists for the delivery of instruction	
Multi Tier Support System Student Data and Progress	
Multi Tiered Support System Math Intervention period along with the 90 minute Math Core to address the area of need as it relates to Mathematics.	Provide additional math intervention with the use of district programming, math labs, and focus on application of math concepts
English Language Learner Math intervention/MTSS instruction focus of instruction for the acquisition of the math vocabulary	
Student Centered Activities and Competencies which address Grades 3-4 CEW Standards	
Providing a Career Awareness for Grade 3-4 Students through a structured program which involves educators, school, parent and community involvement	
Utilization of student data appropriately for assessment purposes as well as career interests and awareness.	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Establish a more rigorous and systemic monitoring system that includes benchmarks for expected growth and provide an individual student plan to support students who are not adequately progressing toward those goals.
	Establish a more rigorous and systemic monitoring system that includes benchmarks for expected growth and provide an individual student plan to support students who are not adequately progressing toward those goals.
	Establish a more rigorous monitoring system that includes benchmarks for expected growth and provide an individual student plan to support students who are not adequately progressing toward those goals.
	Establish a more rigorous and systemic monitoring system that includes benchmarks for expected growth and provide an individual student plan to support students who are not adequately progressing toward those goals.

Goal Setting

Priority: Establish a more rigorous and systemic monitoring system that includes benchmarks for expected growth and provide an individual student plan to support students who are not adequately progressing toward those goals.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
All student including all subgroups of students will increase at least 10% in academic progress in Mathematics			
Measurable Goal Nickname (35 Character Max)			
Increased Math Achievement for all students in grades 3 and 4			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will be measured with the Math Diagnostic and benchmark assessment via ExactPath. This data will be used to address individual student need, learning path for the beginning of the year.	Students will show growth in the area of Mathematics on the Math Diagnostic and Benchmark via ExactPath. Assessments will be used to continue to determine the instructional weakness, individual area of student need and growth.	Students will show growth in the area of Mathematics on the Math Diagnostic and Benchmark via ExactPath. Assessments will be used to continue to determine the instructional weakness, individual area of student need and growth.	Students will show at least 10% growth in the area of Math on the diagnostic and Benchmark from Quarter 1 to Quarter 4

Priority: Establish a more rigorous monitoring system that includes benchmarks for expected growth and provide an individual student plan to support students who are not adequately progressing toward those goals.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of students performing at or above grade level proficiency			
Measurable Goal Nickname (35 Character Max)			
Increased Student Performance in English Language Arts			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will be measured with the Reading Diagnostic and ELA benchmark assessment via ExactPath. This data will be used to address individual student	Students will show growth in the area of Reading on the Reading Diagnostic and ELA Benchmark via ExactPath. Assessments will be used to continue to determine the instructional	Students will show growth in the area of Reading on the Reading Diagnostic and ELA Benchmark via ExactPath. Assessments will be used to continue to determine the instructional	Students will show at least 10% growth in the area of Reading on the diagnostic and ELA Benchmark from

need, learning path for the beginning of the year.	weakness, individual area of student need and growth.	weakness, individual area of student need and growth.	Quarter 1 to Quarter 4
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Priority: Establish a more rigorous and systemic monitoring system that includes benchmarks for expected growth and provide an individual student plan to support students who are not adequately progressing toward those goals.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Increase targets for ELL students making adequate growth toward, and on-time attainment of English Language Proficiency			
Measurable Goal Nickname (35 Character Max)			
ELL Language Growth and Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
ELL Students will demonstrate at least 10% growth toward English Language Proficiency at or above grade level	ELL Students will demonstrate at least 10% growth toward English Language Proficiency at or above grade level	ELL Students will demonstrate at least 10% growth toward English Language Proficiency at or above grade level	ELL Students will demonstrate at least 10% growth toward English Language Proficiency at or above grade level

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
School will provide monthly family and community engagement opportunities through special meetings such as Family Read, Oxford Reading Club, Guest Reader Programs, First Friday and meet the Principal meetings.			
Measurable Goal Nickname (35 Character Max)			
Family and Community Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline-Attendance at family/parent monthly events	Increase family/parent monthly attendance	Increase family/parent monthly attendance by 10% from 2nd quarter measurement of attendance.	Increase family/parent monthly attendance by 10% from 3rd quarter measurement of attendance.

Priority: Establish a more rigorous and systemic monitoring system that includes benchmarks for expected growth and provide an individual student plan to support students who are not adequately progressing toward those goals.

Outcome Category			
Professional learning			

Measurable Goal Statement (Smart Goal)			
Provide professional learning opportunities during inservice days, faculty meetings and countywide training opportunities			
Measurable Goal Nickname (35 Character Max)			
Increased academic performance of students based upon teacher professional development			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Provide instructional based training meetings to teachers	Provide content specific/curriculum training to teachers	Monitor student academic and behavior progress as measured by Academic Benchmarks	Teacher individual PVAAS student growth measures.

Action Plan

Measurable Goals

Increased academic performance of students based upon teacher professional development	Increased Math Achievement for all students in grades 3 and 4
Increased Student Performance in English Language Arts	Family and Community Engagement
ELL Language Growth and Attainment	

Action Plan For: Best Practices in Data Driven Instruction

Measurable Goals:
<ul style="list-style-type: none"> Provide professional learning opportunities during inservice days, faculty meetings and countywide training opportunities Increase the percentage of students performing at or above grade level proficiency All student including all subgroups of students will increase at least 10% in academic progress in Mathematics

Action Step		Anticipated Start/Completion Date	
Gather Baseline Math Data collected and analyzed through ExactPath Math Diagnostic Assessment, Progress monitor all students through Math In Focus curriculum based assessments and Acadience Math program		2024-08-28	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Math Specialist, MTSS Facilitator & Administration	Edmentum ExactPath Diagnostic /Benchmark- Administered 3 times per year. Student progress monitoring biweekly. Math In Focus Curriculum Based Assessments - Growth Measure 3 times per year	Yes	
Action Step		Anticipated Start/Completion Date	
Gather Baseline Reading/ELA Data collected and analyzed through ExactPath Reading Diagnostic Assessment, Progress monitor all students through My View ELA curriculum based assessments and Acadience Reading program		2024-08-28	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Reading Specialists, MTSS Facilitator, ELL Specialists and Administration	Edmentum ExactPath Diagnostic /Benchmark- Administered 3 times per year. Student progress monitoring biweekly. MyView ELA Curriculum Based Assessments -Reading/ELL Specialist, Reading Aide and ELL Aide to provide support and interventions for those students below benchmark - (WIDA Model &	No	

	ACCESS)		
Action Step		Anticipated Start/Completion Date	
Increase targets for ELL Students making adequate growth toward, and on level language attainment of English Language Proficiency		2024-08-28	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELL Specialist Teachers, Principal	Edmentum ExactPath Diagnostic /Benchmark- Administered 3 times per year. Student progress monitoring biweekly. MyView, National Geographic Language Vocabulary Curriculum Based Assessments -Reading/ELL Specialist, Reading Aide and ELL Aide to provide support and interventions for those students below benchmark - (WIDA Model & ACCESS)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate at least 10% growth from the beginning of the 2024 school year until the end of the school year in overall academic achievement in both Reading and Math	Benchmark Assessments will be administered beginning, middle and end of school year. Progress monitoring and curriculum based assessments will be administered monthly. (Classroom Teachers, Specialists, Staff and Administration)

Action Plan For: Increase in community partnership and student achievement

Measurable Goals:
<ul style="list-style-type: none"> Provide professional learning opportunities during inservice days, faculty meetings and countywide training opportunities

Action Step		Anticipated Start/Completion Date	
Increase family engagement and participation to support an overall increase in student achievement		2024-08-28	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Principal, Teachers, Specialists	Electronic based presentations, website announcements, paper invitations, newsletters, parent/student snacks, refreshments, student crafts to be completed while parents attend in person informational sessions during in person meetings,	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student achievement and increase family student engagement	Monthly meeting participation rates, Attendance logs, tracking parent attendance, outreach. (Teachers, Principal, and District communication officer and Administration)

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	<ul style="list-style-type: none">• Best Practices in Data Driven Instruction• Increase in community partnership and student achievement	Personnel - Reading Specialist	130,000
Other Expenditures	<ul style="list-style-type: none">• Best Practices in Data Driven Instruction• Increase in community partnership and student achievement	Personnel- Reading Aide	20,000
Instruction	<ul style="list-style-type: none">• Best Practices in Data Driven Instruction• Increase in community partnership and student achievement	Curriculum/Student Support Resources-Read Naturally Live, Edmentum ExactPath Diagnostic, Acadience Reading/Math, Handwriting/Keyboarding without Tears	113,000
Other Expenditures	<ul style="list-style-type: none">• Best Practices in Data Driven Instruction• Increase in	Student Supplies/Resources	9,125

	community partnership and student achievement			
Total Expenditures				272

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Best Practices in Data Driven Instruction	Gather Baseline Math Data collected and analyzed through ExactPath Math Diagnostic Assessment, Progress monitor all students through Math In Focus curriculum based assessments and Acadience Math program

Edmentum data review and analysis

Action Step		
<ul style="list-style-type: none">Gather Baseline Math Data collected and analyzed through ExactPath Math Diagnostic Assessment, Progress monitor all students through Math In Focus curriculum based assessments and Acadience Math program		
Audience		
Teachers of students grades 3 and 4		
Topics to be Included		
analysis of data and use for effective delivery of instruction		
Evidence of Learning		
Student increase academic achievement		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal and MTSS facilitator	2024-08-29	2025-06-11

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
David A. Woods, Ed.D.	2024-12-10
Building Principal Signature	Date
Lisa Yingst-Pyle	2024-12-10
School Improvement Facilitator Signature	Date
Margaret Billings-Jones, Ed.D.	2024-12-10