Profile and Plan Essentials

School	AUN/Branch
Midland Borough School District	127045303

Address 1		
173-7th Street		

Address 2		

City	State	Zip Code
Midland	PA	15059

Chief School Administrator	Chief School Administrator Email
Sean D. Tanner	sean.tanner@midlandpa.org

Principal Name	
Sean D. Tanner	

Principal Email	
sean.tanner@midlandpa.org	

Principal Phone Number	Principal Extension
724-643-8650	

School Improvement Facilitator Name	School Improvement Facilitator Email
Sarah Saut	sarah.saut@midlandpa.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cheryl Williams	Board Member	Midland Borough School District	leo_ladi@yahoo.com
Sarah Saut	District Level Leaders	Midland Borough School District	sarah.saut@midlandpa.org
Chris Shovlin	Business Representative	Lincoln Park Performing Arts Center	chris.shovlin@lppacenter.org
Jennifer Miller	Community Representative	the Center	jen@midland.center
Beth Calahan	School Nurse	Midland Borough School District	beth.calahan@midlandpa.org
Sean Tanner	Chief School Administrator	Midland Borough School District	sean.tanner@midlandpa.org
Katie Lucas	Education Specialist	Midland Borough School District	katie.lucas@midlandpa.org
Kristen Dawson	Parent	Midland Student	krisco400@gmail.com
Shane and Britney McCall	Parent	Midland Student	shane.mccall@pacyber.org
Breonna Kopac	Special Education Director	Midland Borough School District	breonna.kopac@midlandpa.org
Will Leavell	District Level Leaders	Midland Borough School District	will.leavell@midlandpa.org
Sean Tanner	Principal	Midland Borough School District	sean.tanner@midlandpa.org
Katie Parks	Other	Midland Borough School District	katie.parks@midlandpa.org
RaeAnn Kennedy	Teacher	Midland Borough School District	raeann.kennedy@midlandpa.org
Theresa Marksteiner	Teacher	Midland Borough School District	theresa.marksteiner@midlandpa.org

Vision for Learning

Vision for Learning

The Vision of Midland Borough School District is to provide an academic environment in which our children may reflect upon their heritage and prepare themselves for both the challenges of the 21st Century and their future success. The Midland Borough School District's school wide program is aligned with the district and state essential learning requirements to include academic standards. It is designed with the belief that all students have an equal intrinsic worth, and must have the opportunity to develop to their fullest potential. This program is in place to show a commitment by the district and it's staff that fosters the belief that life long learning is shared responsibility of individuals, families, schools, and community.

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
True 7	**True** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (Future Ready) Math/Algebra - All Student Group 2023	Midland El/MS academic growth score in Math of 74, slightly less than the statewide average of 74.9 and exceeding statewide growth standard of 70.0.
Meeting Annual Academic Growth Expectations (Future Ready) Science /Biology - All Student Group 2023	Midland El/MS academic growth score of 72, slightly less than statewide average of 74.7 and exceeds meeting statewide growth standard of 70.
Science All Student Group 2023 (Future Ready) percent Proficient or Advanced	Midland El/MS percentage of students scoring proficient or advanced in Science at 62.5% exceeded the statewide average of 58.9% and students scoring advanced increased 1.3% in 2023.
Math All Student Group 2023 (Future Ready) percent Proficient or Advanced	Midland El/MS percentage of students scoring proficient or advanced in Math increased from 22.9% in 2022 to 27.8%.
Career Standards Benchmark Performance (Future Ready) - All Student Group 2023	Midland El/MS percentage of students meeting Benchmark is 100%, exceeding the statewide average of 89.6% and the statewide performance standard of 98.0%
Future Ready Attendance Data 2023	Increase Average Daily Membership attendance and decrease truancy rates and magistrate referrals.

Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in ELA - All Student Group 2023 (Future Ready)	Midland El/MS all student group proficient or advanced decreased from 57.6% in 2022 to 50.9%, did not meet growth standard and did not meet the statewide average
Percent Proficient/Advanced in Math - All Student Group 2023 (Future Ready)	While there was growth from last year, Midland El/MS all student group for Math (27.8%) is less than the statewide average (38.83%) and significantly less than the statewide 2033 goal (71.8%).
Percent Proficient/Advanced in Science - All Student Group 2023 (Future Ready)	While there was growth from last year and it exceeds the statewide average, Midland El/MS all student group for Science (62.5%) is less than the statewide 2033 goal (83.0).
Regular Attendance All Student Group 2022 is 89.44%. **Attendance -- NEEDS UPDATED FOR 2024-25 PLAN	*NEEDS UPDATED FOR 2024-25 PLAN
Academic Gaps and loss of skills due to COVID-19	Continue improving attendance Continue implementing interventions at Tiers 1, 2, and 3

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Future Ready PSSA Data Mathematics/Algebra 2023 **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 2023 PSSA Data indicates that the Economically Disadvantaged subgroup has increased to 21.6% proficient or advanced, compared to the 2021-2022 school year at 15.3%.
Indicator Future Ready PSSA Data Mathematics/Algebra 2023 **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 2023 PSSA data indicates that there was an 4.7% increase in the Black/African American population testing as proficient or advanced (8.7%), compared to the 2021-2022 school year (4.0%)
Indicator PVAAS PSSA Growth Indicator ELA 2023 **ESSA Student Subgroups**	**Comments/Notable Observations** 2023 PVAAS PSSA data indicates that there was moderate evidence that students in grades 4, 6, and 8 met the growth standard in ELA.
Indicator PVAAS PSSA Growth Indicator Mathematics/Algebra 2023 **ESSA Student Subgroups**	**Comments/Notable Observations** 2023 PVAAS PSSA data indicates that there was moderate evidence that students in grade 5 exceeded the growth standard in Mathematics/Algebra
Indicator PVAAS PSSA Growth Indicator Science 2023 **ESSA Student Subgroups**	**Comments/Notable Observations** 2023 PVAAS PSSA data indicates that there was evidence that students in grades 4 and 8 met the growth standard in Science.
Indicator Future Ready PSSA Data Science 2023 **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 2023 PSSA Data indicates that the Economically Disadvantaged subgroup has increased to 54.5% proficient or advanced, compared to the 2021-2022 school year at 36.0%.

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Future Ready - PSSA Data ELA 2023 **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** There is evidence that the subgroup of Students with Disabilities is declining - Proficient or Advanced going from 26.3% in 2020-2021 school year to 20% for the 2021-2022 school year to 19.0% for the 2022-2023 school year.
Indicator Future Ready - PSSA Data ELA 2023	**Comments/Notable Observations** There is evidence that the subgroup of Economically Disadvantaged is declining - Proficient or Advanced going from

ESSA Student Subgroups African-American/Black	49.3% for the 2021-2022 school year to 41.1% for the 2022-2023 school year.
Indicator Future Ready - PSSA Data Mathematics/Algebra 2023 **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** The subgroup of Students with Disabilities is at risk - percentage Proficient or Advanced going from 5.0% in the 2021-2022 school year to 0.0% for the 2022-2023 school year.
Indicator Attendance **ESSA Student Subgroups**	**Comments/Notable Observations** Maintaining and continuing to improve attendance rates.
Indicator Future Ready - PSSA Data ELA 2023 **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** There was significant decline in proficient or advanced perform by the Black/African American subgroup of students - Proficient or Advanced going from 44.0% in 2021-2022 school year to 26.1% in the 2022-2023 school year.

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.

Meeting Annual Academic Growth Expectations (Future Ready) Math/Algebra - All Student Group 2023
Meeting Annual Academic Growth Expectations (Future Ready) Science /Biology - All Student Group 2023
100% of students achieved Career Standards Benchmark Performance (Future Ready) - All Student Group 2023
PVAAS PSSA Growth Indicator ELA 2023 - Students in grades 4, 6 and 8 met growth indicator

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.

Regular Attendance All Student Group Meets Performance Standard
Future Ready - PSSA Data ELA compared to statewide average, statewide goal, and prior performance measures at Midland El/MS
Future Ready - PSSA Data Mathematics/Algebra compared to statewide average and statewide goal
Future Ready - PSSA Data Science/Biology compared to statewide goal
Academic gaps and social emotional skill loss

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS - All Student Group K-6 - At or Above Benchmark	Beginning of year: 65%; End of year: 73%
iReady Reading - All Student Group K-8 - One or More Grade Levels Below	Beginning of year: 82%; End of year: 44%
DIBELS - All Student Group K-6 - Below or Well Below Benchmark	Beginning of year: 35%; End of year: 27%
iReady Reading - All Student Group K-8 - On or Above Grade Level	Beginning of year: 18%; End of year: 56%
iReady Reading - All Student Group K-8 - Annual Growth	Median percent progress towards Typical Growth was 118%.

English Language Arts Summary

Strengths

District is continuing the Reading Coach position for the 2024-2025 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary.
District adopted new phonics and reading curriculums throughout the 2022-2023, 2023-2024 and 2024-2025 school year, adding elements on each year.
Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students.

Challenges

The biggest challenge for the 2024-2025 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.
Providing support to teachers so that new curriculums are implemented with efficacy to reach all students groups in all classes and grade levels.
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom.
Ensuring all students are completing diagnostic evaluations from iReady and DIBELS so we have accurate All Student Group data.

Mathematics

Data	Comments/Notable Observations
Forefront - All Student Group K-6 - Well Below Basic, Below Basic or Basic	Beginning of year: 45%; End of year: 42% Growth between categories is present.
Forefront - All Student Group K-6 - Proficient	Beginning of year: 55%; End of year: 58%
iReady Mathematics - All Student Group K-8 - One or More Grade Levels Below	Beginning of year: 81%; End of year: 60% Growth is present between categories.
iReady Mathematics - All Student Group K-8 - On or Above Grade Level	Beginning of year: 9%; End of year: 41%
iReady Mathematics - All Student Group K-8 - Annual Growth	Median percent progress towards Typical Growth was 95%. Lower than prior years.

Mathematics Summary

Strengths

Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students.
District is continuing the Mathematics Coach position for the 2024-2025 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary.
District adopted new diagnostic program for 2023-2024 to give more insight to teachers of areas of concern.

Challenges

Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom.
Ensuring all students are completing diagnostic evaluations from iReady and DIBELS so we have accurate All Student Group data.
The biggest challenge for the 2024-2025 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.
Addressing the evident issue that the transition from third grade to fourth grade and the transition from fifth to sixth grade seem to create because of new teachers for those grade spans.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Future Ready PA - Science All Students Spring 2023 - 62.5% Proficient or Advanced	Higher than the statewide average of 58.9%, but lower than the statewide 2033 goal of 83.0%
Future Ready PA - Science All Students Spring 2023 - Growth Standard - 72.0	Met statewide growth standard, slightly lower than statewide average growth score 74.7
PVAAS - PSSA Science 2023 - Both grades 4 and 8 met the growth standard.	Both grades 4 and 8 met growth standard according to PVAAS, with grade 8 performance showing slightly higher growth

Science, Technology, and Engineering Education Summary

Strengths

Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.
Learning Support Teachers collaboratively working with academic teachers to pull remediate and enrich students.
District is dedicated to implementing new STEELS standards appropriately and teacher leaders have attended trainings and curriculum mapping meetings to ensure smooth transition.
District restructured the staff to give more specialized science instruction at a younger grade level.

Challenges

The biggest challenge for the 2024-2025 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.

Effectively teaching and implementing the new Science STEELS standards, on top of the restructuring of our teaching staff, and finding a curriculum that is better aligned with STEELS.
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom.
Lack of data outside of PSSA/PVAAS needs addressed. Classroom Diagnostic Tools will be used in the 2024-2025 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index Career Standards Benchmark Data - 100.0%	Data is higher than the statewide average and statewide performance standard of 98.0%. Future Ready Index indicates that Midland El/MS met performance standards.

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.

Full-time guidance counselor provides another instrumental resource to meeting the Career Readiness Standards and Benchmark.
The district anticipates meeting or exceeding the state average score for the 2023-2024 school year.
The district anticipates an increase performance standard for the All Students Group.
Career Readiness curriculum, Smart Futures, was purchased for 2024-2025 school year. The artifacts within this online program will be able to be transferred to high school with our students graduating eighth grade.

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.

K4-8 School District; slight variations in participants can have significant impact on achievement levels or benchmarks.
We do not gain the benefit of AP Course ratings in Future Ready Index as we do not educate High School Students.
Time and poor student attendance is always a challenge for additional programs in the classroom.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
No Future Ready Index Indicator	Less than 5 students in district.

Students with Disabilities

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

Data	Comments/Notable Observations
All Student Future Ready Index for Proficient Advanced ELA Spring 2023	Student subgroup scored proficient or advanced at 19.0%. This is lower than the school average (50.9%), lower than the statewide average (54.5%) and far lower than the statewide goal (81.1%). This is also a slight decrease from the previous year (20.0%).
All Student Future Ready Index for Proficient Advanced Mathematics Spring 2023	Student subgroup scored proficient or advanced at 0.0%. This is clearly very concerning, especially with our increase in students in this category. This is lower than the school average (27.8%), lower than the statewide average (38.3%) and far lower than the statewide goal (71.8%).
All Student Future Ready Index for Proficient Advanced Science Spring 2023	Midland El/MS had an insufficient sample to gather data for this student subgroup for PSSA Science Spring 2023.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
All Student Future Ready Index for Proficient Advanced ELA Spring	Student subgroup scored proficient or advanced at 41.1%, a decrease from the previous year's 49.3% This is lower than the school average (50.9%), lower than the statewide average (54.5%) and far lower than the statewide goal (81.1%). This

2023	student subgroup, however, did meet the annual growth expectation.
All Student Future Ready Index for Proficient Advanced Mathematics Spring 2023	Student subgroup scored proficient or advanced at 21.6%, slightly improving from the previous year's 15.3%. This is lower than the school average (27.8%), lower than the statewide average (38.3%) and far lower than the statewide goal (71.8%). This student subgroup, however, did meet the annual growth expectation.
All Student Future Ready Index for Proficient Advanced Science Spring 2023	Student subgroup scored proficient or advanced at 54.5%, with a large increase from the previous year's 36.0%. This is lower than the school average (62.5%), lower than the statewide average (58.9%) and far lower than the statewide goal (83.0%).

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Students who are classified in the economically disadvantaged subgroup are showing evidence of meeting and exceeding the standard growth, well above the all student group's average.
Commitment to all student success by school board, administration, teachers, and staff.
Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich all students.
More resources are available (Reading Coach, Mathematics Coach, and several classroom aids who are certified teachers) in the 2023-2024 and 2024-2025 school year.
An SEL curriculum, full-time guidance counselor and new sensory room that will help overcome social emotional barriers to open students up to learning.

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.

Low enrollment versus students assessed often indicates a greater deficiency than actually exists. 1 or 2 students can represent a 5% proficiency level change.
Subgroup of student with disabilities is showing a continuous decline. Gaps need to be identified with new diagnostic tools and programs and then addressed using evidence-based practices.

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	Exemplary
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	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
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	Emerging
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	Exemplary

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	Exemplary
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?

Staff will use results and data from various assessments including: report cards, portfolios, i-Ready Diagnostic Software, DIBELS, ForeFront Mathematics, PSSA, Future Ready Index and PVAAS to monitor and adjust student academic needs for regular education students and students with disabilities.
Support of the Board of Directors and Superintendent that allow for programs to promote academic, behavior and emotional success of all students.
For the 2024-2025 school year, grant funding will allow the district to greatly increase their involvement in the Youth Ambassadors of Pennsylvania (YAP) program that will take groups of middle schoolers to events focusing on leadership, mental health, educational or other important elements. The same grant funding has helped the District obtain a therapy dog and was used to update the sensory room. This space has been drastically improved for increasing social emotional needs of our students, particularly elementary students. This room will be used in sensory diets for students whom it will help.
There is a committee of staff members that have volunteered to organize some kind of community/family out-reach event at least once every other month, more if possible.
Annual Federal Programs Funding: Title I allows for the hiring of 2 full time teachers, nonpublic support, and instructional supplies, a portion of the salary for a full-time Kindergarten teacher, and a portion of the salary for a full-time guidance counselor and supplies for guidance.

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?

Finding ways to increase parental involvement; develop a parent organization.
Expanding ways to utilize the school as the focal point of the community. Currently we are doing a fair job but the need to expand is evident.
Enhance programs for students both during the school day and after. These programs may include clubs, extracurricular activities, and/or evening events for students and their families.
Maintain programs and services that were put in place with the expiring ESSERS funding source.

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
100% of students achieved Career Standards Benchmark Performance (Future Ready) - All Student Group 2023	True
Meeting Annual Academic Growth Expectations (Future Ready) Science /Biology - All Student Group 2023	True
Meeting Annual Academic Growth Expectations (Future Ready) Math/Algebra - All Student Group 2023	True
District is continuing the Reading Coach position for the 2024-2025 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary.	False
District adopted new phonics and reading curriculums throughout the 2022-2023, 2023-2024 and 2024-2025 school year, adding elements on each year.	True
Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.	True
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students.	True
Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.	False
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students.	False
Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.	False
Learning Support Teachers collaboratively working with academic teachers to pull remediate and enrich students.	False
Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich all students.	False
District is dedicated to implementing new STEELS standards appropriately and teacher leaders have attended trainings and curriculum mapping meetings to ensure smooth transition.	False
District restructured the staff to give more specialized science instruction at a younger grade level.	False
PVAAS PSSA Growth Indicator ELA 2023 - Students in grades 4, 6 and 8 met growth indicator	False
Full-time guidance counselor provides another instrumental resource to meeting the Career Readiness Standards and Benchmark.	False
Commitment to all student success by school board, administration, teachers, and staff.	True
Staff will use results and data from various assessments including: report cards, portfolios, i-Ready Diagnostic Software, DIBELS, ForeFront Mathematics, PSSA, Future Ready Index and PVAAS to monitor and adjust student academic needs for regular education students and students with disabilities.	True
Support of the Board of Directors and Superintendent that allow for programs to promote academic, behavior and emotional success of all students.	True
For the 2024-2025 school year, grant funding will allow the district to greatly increase their involvement in the Youth Ambassadors of Pennsylvania (YAP) program that will take groups of middle schoolers to events focusing on leadership, mental health, educational or other important elements. The same grant funding has helped the District obtain a therapy dog and was	True

used to update the sensory room. This space has been drastically improved for increasing social emotional needs of our students, particularly elementary students. This room will be used in sensory diets for students whom it will help.	
The district anticipates an increase performance standard for the All Students Group.	False
Career Readiness curriculum, Smart Futures, was purchased for 2024-2025 school year. The artifacts within this online program will be able to be transferred to high school with our students graduating eighth grade.	False
More resources are available (Reading Coach, Mathematics Coach, and several classroom aids who are certified teachers) in the 2023-2024 and 2024-2025 school year.	False
An SEL curriculum, full-time guidance counselor and new sensory room that will help overcome social emotional barriers to open students up to learning.	False
District is continuing the Mathematics Coach position for the 2024-2025 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary.	False
District adopted new diagnostic program for 2023-2024 to give more insight to teachers of areas of concern.	True
The district anticipates meeting or exceeding the state average score for the 2023-2024 school year.	False
Students who are classified in the economically disadvantaged subgroup are showing evidence of meeting and exceeding the standard growth, well above the all student group's average.	False
There is a committee of staff members that have volunteered to organize some kind of community/family out-reach event at least once every other month, more if possible.	True
Annual Federal Programs Funding: Title I allows for the hiring of 2 full time teachers, nonpublic support, and instructional supplies, a portion of the salary for a full-time Kindergarten teacher, and a portion of the salary for a full-time guidance counselor and supplies for guidance.	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
Regular Attendance All Student Group Meets Performance Standard	True
Future Ready - PSSA Data ELA compared to statewide average, statewide goal, and prior performance measures at Midland El/MS	True
Future Ready - PSSA Data Mathematics/Algebra compared to statewide average and statewide goal	True
The biggest challenge for the 2024-2025 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.	False
Providing support to teachers so that new curriculums are implemented with efficacy to reach all students groups in all classes and grade levels.	True
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom.	False
Ensuring all students are completing diagnostic evaluations from iReady and DIBELS so we have accurate All Student Group	False

data.	
K4-8 School District; slight variations in participants can have significant impact on achievement levels or benchmarks.	False
The biggest challenge for the 2024-2025 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.	True
Addressing the evident issue that the transition from third grade to fourth grade and the transition from fifth to sixth grade seem to create because of new teachers for those grade spans.	True
We do not gain the benefit of AP Course ratings in Future Ready Index as we do not educate High School Students.	False
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom.	True
Future Ready - PSSA Data Science/Biology compared to statewide goal	False
Academic gaps and social emotional skill loss	False
Ensuring all students are completing diagnostic evaluations from iReady and DIBELS so we have accurate All Student Group data.	False
Subgroup of student with disabilities is showing a continuous decline. Gaps need to be identified with new diagnostic tools and programs and then addressed using evidence-based practices.	False
The biggest challenge for the 2024-2025 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.	False
Low enrollment versus students assessed often indicates a greater deficiency than actually exists. 1 or 2 students can represent a 5% proficiency level change.	False
Effectively teaching and implementing the new Science STEELS standards, on top of the restructuring of our teaching staff, and finding a curriculum that is better aligned with STEELS.	False
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom.	True
Finding ways to increase parental involvement; develop a parent organization.	True
Expanding ways to utilize the school as the focal point of the community. Currently we are doing a fair job but the need to expand is evident.	True
Enhance programs for students both during the school day and after. These programs may include clubs, extracurricular activities, and/or evening events for students and their families.	True
Lack of data outside of PSSA/PVAAS needs addressed. Classroom Diagnostic Tools will be used in the 2024-2025 school year.	False
Time and poor student attendance is always a challenge for additional programs in the classroom.	False
Maintain programs and services that were put in place with the expiring ESSERS funding source.	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.

As we reflect on the needs and the vision of our district we often revisit how we arrived at where we are today. The Midland Borough School District is located in Midland, PA covering approximately 5.2 miles. Prior to 1984, the main source of employment and family income was steel production, heavy metals manufacturing and jobs related to these industries. The decline of these businesses, including its major employer, the Crucible Steel/Colt Industries, resulted in

plunging family incomes and a mass exodus of residents from the community. The loss of individual and family income, coupled with a drastic reduction in tax revenue, has had a major impact on the district and the community. Although the community has suffered significant financial loss, it still provides support for our school as evident in attendance at school events to include holiday choral concerts, talent nights, staff-student sporting events and generous donations during fundraising events held through-out the school year. The Midland Borough School District recognizes that when a community fosters a high unemployment rate, low economic stability, and a large number of single parent households, it is often labeled for its deficiencies and needs rather than its strengths and potential. The Midland community has focused to create strategies and opportunities to re-employ workers in an effort to reduce unemployment. One of proudest moments was the announcement of Midland Elementary Middle School was proudly awarded the 2007 National Blue Ribbon School of Excellence by the U.S. Department of Education.   We believe one of the more recent "proud" moments was that of great accomplishment of providing educational support services to include, academic, social and emotional services to our students during the past years of unprecedented times of COVID-19. We continue to build on the social emotional services with two grants we received to implement programs and services this school year, and the hiring of a Behavior Specialist (certified BCBA) for the 2024-2025 school year. As we faced many of the challenges that other LEA's and community faced weathering COVID-19; the district teacher's, staff, parents, community and students persevered. The Midland Educational community should be commended for the efforts put forth during a year of unprecedented times.   The Midland Elementary – Middle School is the district's only school and has a student body with extreme socio-economic needs. Based enrollment data from June 2024; 235 students were enrolled K4-8, in the fall of 2019 we became at CEP school allowing all students to receive a free breakfast and lunch. The current poverty level is more than 2 times the states average of about 32 percent. The district administration and staff consist of the Superintendent, Director of Curriculum and Compliance, Director of Safety and Transportation, Student Services Coordinator, Administrative Assistant to Superintendent, the newly hired Director of Special Education and Behavior Specialist, 18 full time teaching staff, 5 part time support staff. The fall of 2022 was the first year the district employed full-time Guidance Counselor which has helped in many areas tremendously.   Additional services are contracted through local agencies. We believe one of our greatest strengths is the sense of family that exists within our school and community. Each employee, regardless of their position, sees every child as an extension of their commitment to education. Our school board allows the Superintendent the ability to be flexible in allowing or approving any endeavor that is going to aid in student and staff success. The district success also depends on the funding of Federal Programs. The Title I program allows for the employment of 2 full time teachers, instructional supplies, and nonpublic participation, a portion of a Kindergarten teacher, and a portion of the salary and benefits for the full-time guidance counselor.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance All Student Group Meets Performance Standard	Before 2022-2023 school year, the guidance counselor in charge of truancy was part time. Since hiring an individual full-time for this position, attendance has improved. As families learn the expectations, hopefully that will continue. We've implemented a new extension of PowerSchool that will automatically notify families monthly of attendance, as well as send notifications of the unexcused absence thresholds of 3, 6 and 10. Efforts are being made to improve the tardy policy for the 2024-2025 school year as well.	True
Future Ready - PSSA Data ELA compared to statewide average, statewide goal, and prior performance measures at Midland El/MS	Transition from Grade 3 in a self-contained classroom to now having multiple classroom teachers and more independence/responsibility.	True
Future Ready - PSSA Data Mathematics/Algebra compared to statewide average and statewide goal	Curriculum changes are needed in Mathematics, but time to train the teachers with only one year before retirement is not realistic.	True
The biggest challenge for the 2024-2025 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.	Behavior specialist joining the staff will help.	False
Addressing the evident issue that the transition from third grade to fourth grade and the transition from fifth to sixth grade seem to create because of new teachers for those grade spans.	Current curriculum does not flow - curriculum is being purchased and implemented so that the same program is used across grade levels.	False
Enhance programs for students both during the school day and after. These programs may include clubs, extracurricular activities, and/or evening events for students and their families.		False
Finding ways to increase parental involvement; develop a parent organization.	Parents feel if their child isn't having behavioral problems or failing, everything is fine. We want to increase activities for evenings.	False
Expanding ways to utilize the school as the focal point of the community. Currently we are doing a fair job but the need to expand is evident.		False
Providing support to teachers so that new curriculums are implemented with efficacy to reach all students groups in all classes and grade levels.		False

Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom.	Newly hired behavior specialist for 2024-2025 school year.	False
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom.	Newly hired behavior specialist for 2024-2025 school year.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
District adopted new phonics and reading curriculums throughout the 2022-2023, 2023-2024 and 2024-2025 school year, adding elements on each year.	Gathering data and being able to pull students and help teachers when necessary, will continue to be a strength as we try to close the learning gap.
Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.	Each student is viewed as everyone's student. There is no labeling of "that is your student".
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students.	Each student is viewed as everyone's student. There is no labeling of "that is your student".
Commitment to all student success by school board, administration, teachers, and staff.	Each student is viewed as everyone's student. There is no labeling of "that is your student".
100% of students achieved Career Standards Benchmark Performance (Future Ready) - All Student Group 2023	New curriculum and new organization of teachers for 2023-2024 school year.
Meeting Annual Academic Growth Expectations (Future Ready) Science /Biology - All Student Group 2023	Continue to analyze data. Provide time for data analysis and collaboration.
Staff will use results and data from various assessments including: report cards, portfolios, i-Ready Diagnostic Software, DIBELS, ForeFront Mathematics, PSSA, Future Ready Index and PVAAS to monitor and adjust student academic needs for regular education students and students with disabilities.	Commitment by staff to analyze data. Administration must see to it that staff has time to collaborate.
Support of the Board of Directors and Superintendent that allow for programs to promote academic, behavior and emotional success of all students.	Commitment to all students.
For the 2024-2025 school year, grant funding will allow the district to greatly increase their involvement in the Youth Ambassadors of Pennsylvania (YAP) program that will take groups of middle schoolers to events focusing on leadership, mental health, educational or other important elements. The same grant funding has helped the District obtain a therapy dog and was used to update the sensory room. This space has been drastically improved for increasing social emotional needs of our students, particularly elementary students. This room will be used in sensory diets for students whom it will help.	Reaching more than just academics.
District adopted new diagnostic program for 2023-2024 to give more insight to teachers of areas of concern.	Gathering data and being able to pull students and help teachers when necessary, will continue to be a strength as we try to close the learning

	gap.
There is a committee of staff members that have volunteered to organize some kind of community/family out-reach event at least once every other month, more if possible.	Starting the year off involving the community.
Annual Federal Programs Funding: Title I allows for the hiring of 2 full time teachers, nonpublic support, and instructional supplies, a portion of the salary for a full-time Kindergarten teacher, and a portion of the salary for a full-time guidance counselor and supplies for guidance.	Important funding that allows us to keep class sizes smaller and expand the guidance counselor to full time.
Meeting Annual Academic Growth Expectations (Future Ready) Math/Algebra - All Student Group 2023	Continue efforts with math diagnostics and Tier 2 and 3 interventions from Mathematics Coach.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Enforcement of Attendance Policy across grade levels. Increase the number of Truancy Elimination Plan meetings. Expand resource knowledge and services available to our families.
	Increase standard of growth in ELA in early years and open discussion to why the transition between grade levels/teachers is not currently effective. Closely monitor local assessment data to determine academic focus. Data review by staff.
	Increase standard of growth in Math in early years and open discussion to why the transition from grade 3 to 4 is not currently effective. Closely monitor local assessment data to determine academic focus. Data review by staff.

Goal Setting

Priority: Enforcement of Attendance Policy across grade levels. Increase the number of Truancy Elimination Plan meetings. Expand resource knowledge and services available to our families.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Increase Regular Attendance based on PIMS, Future Ready Data, and TIPS meetings.			
Measurable Goal Nickname (35 Character Max)			
Improve Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
TIPS cases maximum 5 Truancy cases maximum 0	TIP cases maximum 8 Truancy cases maximum 1	TIP cases maximum 12 Truancy cases maximum 3	TIP cases maximum 15 Truancy cases maximum 5

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
Identify students with social and emotional needs.			
Measurable Goal Nickname (35 Character Max)			
Social Emotional Learning and Development			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Introduce and implement: Ripple Effects SEL curriculum, Prevention Network programs, Therapy Dog program, YAP for grades 6-8	Conduct Screen for Strengths for Kids and Teens, based on Grade Level Evaluate data	Safe 2 Say and Signs of Suicide programs for middle school students, continue Prevention and Ripple Effects programs for elementary	Conduct Screen for Strengths for Kids and Teens, based on Grade Level Evaluate data

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Identify Students needing family-based services and provide resources.			
Measurable Goal Nickname (35 Character Max)			
Family-Based Services and Resources			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Provide county and other local resources to parent and families at Open House event. Conduct Parent Survey.	Hold community events and provide resources for Veterans and Grandparents for the holidays.	Conduct school climate survey and provide resources at Book Fair and Story Walk.	Provide county and other local resources at Family Night/Art Show.

Priority: Increase standard of growth in ELA in early years and open discussion to why the transition between grade levels/teachers is not currently effective. Closely monitor local assessment data to determine academic focus. Data review by staff.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
End decline in ELA scores and improve all performance levels in all student sub-groups using diagnostic data, and Tier 2 and Tier 3 interventions through the Literacy Coach, and new curriculum implementation.			
Measurable Goal Nickname (35 Character Max)			
Improve ELA Proficiency			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Diagnostic assessments used to identify specific learning gaps.	65% of student body on grade level	70% of student body on grade level	75% of student body on grade level

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Increase diagnostic results by 10% of all student group testing at or above grade level. Increase percentage of "Early Indicators of Success" for Grade 3 ELA by the end of 2024-2025 school year.			
Measurable Goal Nickname (35 Character Max)			
Improve Early Literacy			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Conduct diagnostic testing: DIBELS, iReady, and Classroom Diagnostic Tools Evaluate data and adjust instruction.	Evaluate data and adjust instruction based on results Conduct tier 2 and 3 interventions for at-risk students.	Conduct diagnostic testing: DIBELS, iReady, and Classroom Diagnostic Tools Evaluate data and adjust instruction. Continue tier 2 and 3 interventions.	Increase percentage of "Early Indicators of Success" for Grade 3 ELA from 52% to 65% for Spring of 2025.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Effectively identify at-risk students in terms of academic and/or social emotional needs			
Measurable Goal Nickname (35 Character Max)			
Monitor and Identify At-Risk Students			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Academic diagnostic beginning of the year assessments Screen for Strengths through	Continue monitoring student behavior and academic needs	Academic diagnostic middle of the year assessments Screen for Strengths through	Academic diagnostic end of the year assessments

| Ripple Effects | | Ripple Effects | |

Priority: Increase standard of growth in Math in early years and open discussion to why the transition from grade 3 to 4 is not currently effective. Closely monitor local assessment data to determine academic focus. Data review by staff.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)

As students transition from self-contained classroom to having multiple teachers, classrooms and higher responsibilities and expectations. End decline in Math scores and improve all performance levels in all student sub-groups using diagnostic data, and Tier 2 and Tier 3 interventions through the Mathematics Coach, diagnostic tools, and new curriculum implementation.

Measurable Goal Nickname (35 Character Max)

Improve Mathematics Proficiency

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Diagnostic assessments used to identify specific learning gaps.	70% of student body on grade level	75% of student body on grade level	80% of student body on grade level

Action Plan

Measurable Goals

Family-Based Services and Resources	Improve ELA Proficiency
Improve Attendance	Social Emotional Learning and Development
Improve Early Literacy	Improve Mathematics Proficiency
Monitor and Identify At-Risk Students	

Action Plan For: Increase Attendance

Measurable Goals:
• Increase Regular Attendance based on PIMS, Future Ready Data, and TIPS meetings.

Action Step		**Anticipated Start/Completion Date**	
Implement Attendance Intervention Suite (AIS), with additional training taking place Summer of 2024.		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Katie Parks, Guidance Counselor	PowerSchool Attendance Intervention Suite	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Attendance will increase and overall TIPS meeting and truancy referrals will decrease	Monthly attendance updates will be sent to parents, parents will receive notice when a student is absent, another notice when thresholds are met, and there will be bi-weekly checks by Katie Parks, Guidance Counselor

Action Plan For: Social Emotional Learning and Curriculum

Measurable Goals:
• Effectively identify at-risk students in terms of academic and/or social emotional needs
• Identify students with social and emotional needs.

Action Step		**Anticipated Start/Completion Date**	
Ripple Effects program implemented in the classrooms daily for 15-20 minutes.		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Will Leavell, Student Services Coordinator	Ripple Effects SEL Curriculum	No	
Action Step		**Anticipated**	

		Start/Completion Date	
Social Emotional Learning will be addressed as needed by the full-time Guidance Counselor and Behavior Specialist		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Katie Parks, full-time Guidance Counselor Breonna Kopac, Special Education Coordinator and Behavior Specialist	SEL supplemental materials	No	
Action Step		**Anticipated Start/Completion Date**	
GoGuardian Beacon program will be implemented for a second year - live monitoring of at-risk students		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Katie Parks, full-time Guidance Counselor Will Leavell, student services coordinator Sarah Saut, Director of Curriculum and Compliance	GoGuardian Beacon	No	
Action Step		**Anticipated Start/Completion Date**	
GoGuardian Beacon program will be implemented for a second year - live monitoring of at-risk students		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Katie Parks, full-time Guidance Counselor Will Leavell, student services coordinator Sarah Saut, Director of Curriculum and Compliance	GoGuardian Beacon	No	
Action Step		**Anticipated Start/Completion Date**	
Prevention Network programs, SoS, Safe2Say, and other preventative programs will be implemented across appropriate grade levels		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Katie Parks, full-time Guidance Counselor Sarah Saut, Director of Curriculum and Compliance	Prevention Network services and county programs of SoS, S2S	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Disciplinary referrals will decrease and those taking advantage of the Prevention and therapy services provided by the district will increase. Students at-risk of self-harm and/or suicidal ideation/behavior will be identified early and interventions will be implemented.	Teachers will implement Ripple Effects into the daily schedule for 15-20 minutes, with reinforcement lessons by Will Leavell based on teacher and admin reports. GoGuardian will be monitored daily by Katie Parks, Will Leavell, and Sarah Saut. Katie Parks will check in with teachers weekly or bi-weekly, reviewing all information with the district's SAP team.

Action Plan For: Increase ELA Proficiency

Measurable Goals:

- End decline in ELA scores and improve all performance levels in all student sub-groups using diagnostic data, and Tier 2 and Tier 3 interventions through the Literacy Coach, and new curriculum implementation.

Action Step		Anticipated Start/Completion Date	
Use of Amplify/DIBELS and iReady diagnostic tools to closely monitor progress, identify students at-risk of falling behind, and provide interventions for students in need		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Justine Long, Reading/Literacy Coach	Amplify/DIBELS diagnostic tool iReady program Ready Reading curriculum Reading Horizons curriculum	No	
Action Step		**Anticipated Start/Completion Date**	
Implement new Ready Reading Comprehension program to supplement Reading Horizons phonics and fluency program and provide more streamlined instruction between grade levels and to integrate into iReady online program		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Justine Long, Reading/Literacy Coach Sarah Saut, Director of Curriculum and Compliance	Ready Reading	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve early literacy skills starting in Kindergarten, identify students at-risk earlier, and improve overall proficiency in ELA in local and state assessment.	Sarah Saut, review data at each diagnostic point, and bi-weekly check in with intervention groups

Action Plan For: Increase Mathematics Proficiency

Measurable Goals:
- As students transition from self-contained classroom to having multiple teachers, classrooms and higher responsibilities and expectations. End decline in Math scores and improve all performance levels in all student sub-groups using diagnostic data, and Tier 2 and Tier 3 interventions through the Mathematics Coach, diagnostic tools, and new curriculum implementation.

Action Step		Anticipated Start/Completion Date	
Use of Forefront and iReady diagnostic tools to closely monitor progress, identify students at-risk of falling behind, and provide interventions for students in need		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Mia Wright, Mathematics Coach Eric Susich, Grades 4-5 Mathematics Teacher	Forefront diagnostic tools iReady program Go Math Curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve transition between grade 3 elementary to early middle school mathematics in grade 4, identify students at-risk earlier, and improve overall proficiency in Mathematics in local and state assessments.	Sarah Saut and Justine Long, review data at each diagnostic point, and bi-weekly check in with intervention groups

Action Plan For: Early Literacy

Measurable Goals:
• End decline in ELA scores and improve all performance levels in all student sub-groups using diagnostic data, and Tier 2 and Tier 3 interventions through the Literacy Coach, and new curriculum implementation.
• Increase diagnostic results by 10% of all student group testing at or above grade level. Increase percentage of "Early Indicators of Success" for Grade 3 ELA by the end of 2024-2025 school year.

Action Step		Anticipated Start/Completion Date	
Reading Horizons will be implemented daily in grade K4-3 and at a supplemental level for grades 4-8.		2024-08-28	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Justine Long, Reading/Literacy Coach	Reading Horizons DIBELS for diagnostic/monitoring purposes	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Diagnostics will show overall improvement in literacy, phonics development, and fluency in early grade levels.	Justine Long, review data at each diagnostic point, and bi-weekly check in with intervention groups

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	• Increase Mathematics Proficiency	Salary for Title I Grade 4-6 Teacher, Mathematics	79728
Title II.A and Title IV.A Transfer Funds	• Increase Attendance • Social Emotional Learning and Curriculum	Salary for full-time Guidance Counselor	13900
Title II.A and Title IV.A Transfer Funds	• Increase Attendance • Social Emotional Learning and Curriculum	Benefits for full-time Guidance Counselor	985
Instruction	• Increase ELA Proficiency • Increase Mathematics Proficiency • Early Literacy	Salary for Title I Grade K-3 Teacher	79728
Instruction	• Increase ELA Proficiency • Increase Mathematics Proficiency • Early Literacy	Benefits for Title I Grade K-3 Teacher	34020
Title II.A and Title IV.A Transfer Funds	• Increase ELA Proficiency • Early Literacy	Salary for five-year old Kindergarten teacher	14954
Total Expenditures			223315

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase Attendance	Implement Attendance Intervention Suite (AIS), with additional training taking place Summer of 2024.
Increase ELA Proficiency	Implement new Ready Reading Comprehension program to supplement Reading Horizons phonics and fluency program and provide more streamlined instruction between grade levels and to integrate into iReady online program

Overseeing and Managing your School's Attendance for School Administrators

Action Step		
• Implement Attendance Intervention Suite (AIS), with additional training taking place Summer of 2024.		
Audience		
Katie Parks, full-time Guidance Counselor Sarah Saut, Director of Curriculum and Compliance		
Topics to be Included		
Interventions, monitoring tools, communications tools		
Evidence of Learning		
Implementation of AIS system		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Sarah Saut, Director of Curriculum and Compliance	2024-06-26	2024-06-26

Learning Format

Type of Activities	Frequency
Other	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Ready Reading: Implementing Effectively

Action Step
• Implement new Ready Reading Comprehension program to supplement Reading Horizons phonics and fluency program and provide more streamlined instruction between grade levels and to integrate into iReady online program
Audience
ELA teachers K-8, literacy coach, special education teachers
Topics to be Included

Ready Reading curriculum, components, and how to effectively implement the curriculum		
Evidence of Learning		
Following implementation of program		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Justine Long, Reading/Literacy Coach Sarah Saut, Director of Curriculum and Compliance	2024-07-23	2024-07-23

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Using Data to Plan Instruction (UDPI) / Ready Reading Support

Action Step		
• Implement new Ready Reading Comprehension program to supplement Reading Horizons phonics and fluency program and provide more streamlined instruction between grade levels and to integrate into iReady online program		
Audience		
Teachers, all grade levels, general and special education		
Topics to be Included		
Using iReady Diagnostic data to inform instruction Ready Reading Support		
Evidence of Learning		
Diagnostic data, Ready Reading implementation review		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Justine Long, Reading/Literacy Coach	2024-10-14	2024-10-14

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
• Title I Schoolwide Meeting Sign In and Agenda.pdf

Chief School Administrator	Date
Sean Tanner	2024-08-22
Building Principal Signature	**Date**
Sean Tanner	2024-08-22
School Improvement Facilitator Signature	**Date**
Sarah Saut	2024-08-22