

Reynolds El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Reynolds Elementary School		104435303
Address 1		
1609 Brentwood Dr		
Address 2		
City	State	Zip Code
Greenville	Pennsylvania	16125
Chief School Administrator		Chief School Administrator Email
Raymond Omer		romer@reynoldssd.org
Principal Name		
Amy Leczner		
Principal Email		
aleczner@reynoldssd.org		
Principal Phone Number		Principal Extension
7246465600		6613
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Amy Leczner	Elementary Principal	Reynolds Elementary	aleczner@reynoldssd.org
Raymond Omer	Chief School Administrator	Reynolds Elementary	romer@reynoldssd.org
Bev Morrison	Business Manager	Reynolds Elementary	bmorrison@reynoldssd.org
Scott McCaskey	Chief School Administrator	Reynolds Elementary	smccaskey@reynoldssd.org
Heidi Smith	Parent	Reynolds Elementary	frankandheidi@verizon.net
Elaine Aretz	Parent	Reynolds Elementary	earetz@reynoldssd.org
Decwin Waite	Parent	Reynolds Elementary	decwinkneeland@yahoo.com
Lynanne Stodolak	Education Specialist	Reynolds Elementary	lstodolak@reynoldssd.org
Beth Shalenberger	Education Specialist	Reynolds Elementary	bshalenberger@reynoldssd.org
Jennifer Blasko	Education Specialist	Reynolds Elementary	jblasko@reymondssd.org
Lori McEwen	Parent	Reynolds Elementary	lmcewen@reynoldssd.org
Danielle Clemente	Parent	Reynolds Elementary	danielleclem14@gmail.com

Vision for Learning

Vision for Learning

The Pennsylvania State Standards of Assessment and Keystone Exams will serve as the foundation of the Reynolds School District's educational program with the achievement of said standards being the expected outcome. The Reynolds School District will use purposeful assessment driven instruction to provide an educational program that meets the various needs of students in order to continuously improve student achievement. Educating Reynolds School District students will be a shared responsibility among all stakeholders: students, parents, the Board of School Directors, administrators, teachers, support staff members, and members of the community. High quality professional development will provide administrators, teachers, and support staff members with the tools and knowledge required to enhance the District's ability to deliver a high quality instructional program.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
71% of students meeting the Academic Growth standard in ELA.	
78% of students meeting the Academic Growth Standard in Math.	
72% of students achieving proficient or advanced in Science.	
93% of students meeting the Academic Growth standard in Science.	

Challenges

Indicator	Comments/Notable Observations
Increasing the percent of proficient or Advanced students on the English Language Arts / Literature PSSA.	
Increasing the percent of Proficient or Advanced students on the Math PSSA.	

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

Strengths

Indicator 80% of economically disadvantaged students meet the Academic Growth standard in ELA. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator	Comments/Notable Observations

<p>83% of students with disabilities meet the Academic Growth standard in ELA. ESSA Student Subgroups Students with Disabilities</p>	<p>Students with Disabilities demonstrated an upward movement in growth from the previous year.</p>
<p>Indicator 84% of economically disadvantaged students meet the Academic Growth standard in Math ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations</p>
<p>Indicator 76% of students with disabilities meet the Academic Growth standard in ELA. ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations</p>

Challenges

<p>Indicator Increasing the percent of Students Proficient or Advanced in English Language Arts / Literature ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations All three of our subgroups are demonstrating movement in the right direction. However, the movement is minimal.</p>
<p>Indicator Increasing the percent of Students Proficient or Advanced in Math ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations All three of our subgroups are demonstrating movement in the right direction. However, the movement is minimal.</p>

Summary

Strengths

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

71% of students meeting the Academic Growth standard in ELA.
78% of students meeting the Academic Growth Standard in Math.
72% of students achieving proficient or advanced in Science.
Demonstrating Growth in Science
93% of students meeting the Academic Growth standard in Science.

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 the percent of proficient or advanced students in English Language Arts / Literature.
Increasing the percent of proficient or advanced students in Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT Assessments	administered 3x per school year
DiBELS	administered 3x per school year
IXL	administered 3x per year

English Language Arts Summary

Strengths

71% of students met the academic growth standard in ELA

Challenges

Increasing the number of students proficient or advanced in ELA

Mathematics

Data	Comments/Notable Observations
CDT	administered 3x per school year
Imagine Math	benchmark testing administered 3X per school year
IXL	administered 3x per school year

Mathematics Summary

Strengths

78% of students met the academic growth standard in Math

Challenges

Increasing the number of students proficient or advanced in Math

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	administered 3X a year
IXL	administered 3x per year

Science, Technology, and Engineering Education Summary

Strengths

72% of students scored proficient or advanced on the Science PSSA

93% of students met the academic growth standard in Science

Challenges

No challenges at the time of the plan

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello	
Student Portfolios	

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.

Incorporating Career Readiness in Special subjects, ie. Library and Science

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.

No challenges in this category currently

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
CDT	
DiBELS	
IEP goals and objectives	
Sonday	
Read Naturally Live	
Imagine Math Learning	
IXL	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
CDT	
DiBELS	
IXL	
Imagine Math Learning	

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.

83% of students with disabilities met the academic growth standard in ELA
80% of economically disadvantaged students met the academic growth standard in ELA
84% of economically disadvantaged students met the academic growth standard in Math
76% of students with disabilities met the academic growth standard in Math

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.

Increase the percentage of proficient or advanced on the Math PSSA for students with disabilities subgroup
Increase the percentage of proficient or advanced on the ELA PSSA for students with disabilities subgroup
Increase the percentage of proficient or advanced on the Math PSSA for economically disadvantaged subgroup
Increase the percentage of proficient or advanced on the ELA PSSA for economically disadvantaged subgroup

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Not Yet Evident

Foster Quality Professional Learning

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

Summary

Strengths

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

Use an evidence-based system of school wide positive behavior interventions and supports
--

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *

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?

Implement a multi-tiered system of supports for academics and behavior
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Use multiple professional learning designs to support the learning needs of staff

Incorporate Family and Parent Engagement Activities to promote literacy

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
72% of students achieving proficient or advanced in Science.	False
71% of students meeting the Academic Growth standard in ELA.	True
78% of students meeting the Academic Growth Standard in Math.	False
Demonstrating Growth in Science	False
72% of students scored proficient or advanced on the Science PSSA	False
Incorporating Career Readiness in Special subjects, ie. Library and Science	False
83% of students with disabilities met the academic growth standard in ELA	False
Use an evidence-based system of school wide positive behavior interventions and supports	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	True
84% of economically disadvantaged students met the academic growth standard in Math	False
71% of students met the academic growth standard in ELA	False
78% of students met the academic growth standard in Math	False
93% of students met the academic growth standard in Science	False
93% of students meeting the Academic Growth standard in Science.	False
80% of economically disadvantaged students met the academic growth standard in ELA	False
76% of students with disabilities met the academic growth standard in Math	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
Increasing the percent of proficient or advanced students in English Language Arts / Literature.	True
Increasing the percent of proficient or advanced students in Math.	False

Increasing the number of students proficient or advanced in ELA	False
Increasing the number of students proficient or advanced in Math	False
No challenges in this category currently	False
Increase the percentage of proficient or advanced on the ELA PSSA for students with disabilities subgroup	False
Use multiple professional learning designs to support the learning needs of staff	True
No challenges at the time of the plan	False
Increase the percentage of proficient or advanced on the Math PSSA for economically disadvantaged subgroup	False
Increase the percentage of proficient or advanced on the ELA PSSA for economically disadvantaged subgroup	False
Increase the percentage of proficient or advanced on the Math PSSA for students with disabilities subgroup	False
Implement a multi-tiered system of supports for academics and behavior	True
Incorporate Family and Parent Engagement Activities to promote literacy	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Increasing the percent of proficient or advanced students in English Language Arts / Literature.		False
Use multiple professional learning designs to support the learning needs of staff		True
Implement a multi-tiered system of supports for academics and behavior		True
Incorporate Family and Parent Engagement Activities to promote literacy		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use an evidence-based system of school wide positive behavior interventions and supports	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	
71% of students meeting the Academic Growth standard in ELA.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to continually analyze staff needs and provide professional development based on the needs of the staff.
	We need to analyze student data to identify specific needs of these students to plan instruction to support them. After identifying student needs, we need to create time in the instructional day to work on both the student strengths and weaknesses.
	We need to provide our parents and families with activities and trainings to promote literacy programs at the elementary.

Goal Setting

Priority: We need to continually analyze staff needs and provide professional development based on the needs of the staff.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
Staff members will be trained on new universal screeners purchased for the 2024-2025 school year. Staff will also be trained on understanding and using data from universal screeners.			
Measurable Goal Nickname (35 Character Max)			
Using Universal Screeners			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Staff will be trained on administering the new universal screeners.	Staff will be trained to using the data from the universal screener.	Staff will continue to work on data analysis with the universal screeners.	Staff will participate in an end of the year survey and / or staff meetings to determine next steps with universal screener.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
Staff members will participate in trainings to integrate a MTSS approach in their instructional delivery model.			
Measurable Goal Nickname (35 Character Max)			
MTSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Staff will participate in a MTSS refresher at the beginning of the year. They will then work with the MTSS lead staff to identify strengths and weaknesses of the class, grade level, and individuals.	Staff will collect data on student groups and the data will determine what changes if any need to be made.	Staff will collect data on student groups and the data will determine what changes if any need to be made.	End of the year data, staff surveys, and faculty meetings will be conducted for the following school year.

Outcome Category			
School Safety			
Measurable Goal Statement (Smart Goal)			
Staff members will participate in trainings that involve school safety issues throughout the year to promote school safety procedures and			

practices.			
Measurable Goal Nickname (35 Character Max)			
School Safety			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Staff will complete trainings for school safety to support the students. Examples may include epi pen, stop the bleed, AED, life vac.	Staff members will complete trainings on first aid and CPR based on staff rotation schedule.	Staff members will participate in safety training courses for Run, Hide, Fight. Staff members will also review updates on the safety and security plan.	Staff members will complete an end of the year survey to identify potential safety concerns that need to be addressed the following school year.

Priority: We need to analyze student data to identify specific needs of these students to plan instruction to support them. After identifying student needs, we need to create time in the instructional day to work on both the student strengths and weaknesses.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Students receiving Title I support will meet the end of the year benchmark assessment goals for their grade level.			
Measurable Goal Nickname (35 Character Max)			
Universal Screener Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Student participate in a beginning of the year grade level assessment.	Students will work on strengths and needs based on their grade level assessment data.	Students will work on strengths and needs based on their grade level assessment data.	Students will achieve benchmarks on their grade level assessments.

Priority: We need to provide our parents and families with activities and trainings to promote literacy programs at the elementary.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Parents will participate in yearly parent and family engagement activities at Reynolds Elementary.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Parents will participate in welcome back activities during which staff will discuss programs,	Parents and staff will plan for engagement activities at the elementary. This includes parent	Parents, staff, and students will participate in activities for Raiders are Readers book	Parents and staff will complete a survey on activities from the school

share resources, and explain assessments used.	nights, Read Across America, and Raiders are Readers book project.	project, family nights, and Read Across America.	year. They will identify ideas for the following school year.
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Action Plan

Measurable Goals

Using Universal Screeners	MTSS
School Safety	Universal Screener Assessments
Parent and Family Engagement	

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> Staff members will participate in trainings to integrate a MTSS approach in their instructional delivery model.

Action Step		Anticipated Start/Completion Date	
Professional Development for staff members on the MTSS process.		2024-08-19	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Linda Delvaux and Leah Winan, Midwestern Unit 4 staff members	Printouts of professional development slideshows, markers, whiteboard, computer, etc. No cost to the district	Yes	
Action Step		Anticipated Start/Completion Date	
Professional Development for Staff members on Literacy and Data Analysis		2024-08-19	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Elementary Principal and MTSS leadership team	Materials for each professional development opportunities for staff. This could include purchased materials for staff, guest speakers and / or outside instructors. The budget is not to exceed 1300.00	Yes	
Action Step		Anticipated Start/Completion Date	
Incorporating Ufli decoding / phonic program to supplement the core reading program at the elementary.		2024-08-	2025-05-

		01	30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Linda Delavoux and Leah Winan, Midwestern IU4.	Materials for the staff to use in the classroom. The budget is not to exceed 2098.00	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will have an understanding of the MTSS approach, literacy concepts, and data analysis processes.	Multiple professional development opportunities with lead people

Action Plan For: School Safety

Measurable Goals:
<ul style="list-style-type: none"> Staff members will participate in trainings that involve school safety issues throughout the year to promote school safety procedures and practices.

Action Step	Anticipated Start/Completion Date
Staff members will participate in trainings that involve school wide positive behavior initiatives throughout the year to promote positive behavior initiatives.	2024-08-19 2025-05-30
Lead Person/Position	Material/Resources/Supports Needed
Mykie Morneweck, PBIS building coach	Materials for our PBIS rewards, training, visual aids, programs, and assemblies for students and staff members. The budget is not to exceed 200.00
PD Step?	
No	
Action Step	Anticipated Start/Completion Date
Reynolds Elementary will use the PBIS data system to maintain discipline records for students in Kindergarten through Sixth grade.	2024-08-19 2025-05-30
Lead Person/Position	Material/Resources/Supports Needed
Mykie Morneweck, PBIS building coach	Data management system that holds all PBIS student data. The yearly cost of this program is \$500.00.
PD Step?	
No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A decrease in the number of student behavior concerns and increasing a positive school climate at Reynolds Elementary school.	Monthly data team meetings will be held to analyze the data from the PBIS data warehouse website. PBIS team will use data to plan for small group and/or individual behavior discussions with students.

Action Plan For: School Safety

Measurable Goals:
<ul style="list-style-type: none"> Staff members will participate in trainings that involve school safety issues throughout the year to promote school safety procedures and practices.

Action Step		Anticipated Start/Completion Date	
Annual Review of School Safety measures this could include epi pens, AEDs, Life Vac, Stop the Bleed.		2024-08-19	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Casey Elder, School Nurse	equipment and handouts for training	No	
Action Step		Anticipated Start/Completion Date	
First Aid / CPR trainings		2024-08-19	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Katie Mild, CPR Trainer	First Aid/CPR certification will be completed by staff members based on a rotation cycle. In addition to the First Aid/CPR yearly training, staff members will be trained on other school related issues, such as epi pen usage, dysphagia, life vac, seizure disorders, and triage care. The total budgeted costs will be no more than \$2,000.00.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will complete the trainings throughout the year, assigned by Casey Elder, Nurse and Katie Mild, Physical Education Teacher	Teachers will complete the trainings throughout the year, assigned by Casey Elder, Nurse and Katie Mild, Physical Education Teacher. A certificate of completion will be turned into Casey Elder and/or Katie Mild

Action Plan For: Universal Screeners

Measurable Goals:
<ul style="list-style-type: none"> Students receiving Title I support will meet the end of the year benchmark assessment goals for their grade level.

Action Step		Anticipated Start/Completion Date	
Identify strengths and needs of students based on the school's universal screeners and having staff members to work on the needs of the students.		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Elementary Principal	Three full time positions will be supported through the Reynolds Elementary Title Program. The teachers will work with students in small groups, whole group, and individually based on the assessment results. Their focus will be to provide knowledge, skills, and practice for students to work on benchmark goals. The estimated cost of these positions is approximately \$370,000.	No	
Action Step		Anticipated Start/Completion Date	
Administer the universal screeners three times per year for the entire elementary population		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Blasko, Title I teacher; Beth Shalenberger, Title I teacher; and Lynanne Stodolak, Title I teacher	The money will be used to purchase the universal screeners and an online data warehouse to keep our data. The total amount will not exceed \$2000.00	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will meet the benchmark assessment goals at their grade level.	Students will meet the benchmark goals for the next assessment window. Title I staff and Title I Coordinator will analyze the data from the benchmark assessments to check for issues with the assessment, issues with the assessment goals, and the reliability and validity of the assessment. Title I staff and classroom teachers will use the assessment results to plan for small group instruction, whole class group instruction, and individualized instruction. Title I Staff will monitor the results throughout the year to identify strengths and weaknesses of interventions, make changes as needed to interventions, and/or make changes to student groups based on the results of assessments.

Action Plan For: Parent and Family Engagement

Measurable Goals:
<ul style="list-style-type: none"> Parents will participate in yearly parent and family engagement activities at Reynolds Elementary.

Action Step		Anticipated Start/Completion Date	
Reynolds Elementary staff will provide parents with a variety of materials to help support their children at Reynolds Elementary School		2024-08-19	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title One staff	Reynolds Elementary School will purchase materials to support parent involvement activities. Reynolds Elementary will continue to support a parent resource area with materials for families. These include pamphlets, books designed to promote literacy, and family nights. The budgeted amount of \$2,000.00.	No	
Action Step		Anticipated Start/Completion Date	
Reynolds Elementary staff will provide students with a variety of literacy experiences for school and home with parent support and involvement		2024-08-26	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Title One staff members	Raiders are Readers is a schoolwide book reading program spearheaded by parents and staff members at Reynolds Elementary. This program promotes parent involvement in a variety of ways. Parent involvement activities include parent nights, hands on activities in relation to the book, collecting materials, purchasing materials, organizing materials, and/or making materials for student activities. Raiders are Readers activities are budgeted at \$5,000.00 for books, family nights, assemblies, incentives, and materials.	No	
Action Step		Anticipated Start/Completion Date	
Reynolds Elementary families will participate in the annual SPAC conference and bring back ideas to support our families, staff, and students in a variety of topics.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Elementary Principal	The budget will be used to send 3 to 4 families to the SPAC conference. This will include room and board during the conference and any materials needed for the conference. The budget for this is 3000.00	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reynolds Elementary staff will educate our parents on a variety of topics to support their children. These include but are not limited to: literacy at home, parent involvement activities, activities / trainings to help parents work with their children at home. Yearly parent surveys will be used to identify their student and/or parent needs. Attendance sheets will be collected after each activity. Parent surveys will be administered to evaluate the effectiveness of all programs.	Yearly parent surveys will be used to identify their student and/or parent needs. Attendance sheets will be collected after each activity. Parent surveys will be administered to evaluate the effectiveness of all programs.

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
Instruction	<ul style="list-style-type: none"> Professional Development Universal Screeners Parent and Family Engagement 	Staff for schoolwide Title I program	370000.00
Instruction	<ul style="list-style-type: none"> Universal Screeners 	Universal Screeners materials and Data Hub for screener	2000.00
Other Expenditures	<ul style="list-style-type: none"> Parent and Family Engagement 	Annual SPAC conference for families	3000.00
Instruction	<ul style="list-style-type: none"> Parent and Family Engagement 	Raiders are Readers book project	5000.00
Other Expenditures	<ul style="list-style-type: none"> School Safety 	School wide PBIS data hub	500.00
Equipment	<ul style="list-style-type: none"> School Safety 	PBIS materials	200.00

Other Expenditures	<ul style="list-style-type: none"> • Parent and Family Engagement 	Parent - Resource Area	2000.00	
Other Expenditures	<ul style="list-style-type: none"> • Professional Development • Universal Screeners 	Professional Development for staff members	1300.00	
Instruction	<ul style="list-style-type: none"> • School Safety 	First Aid / Safety Trainings and Materials	2000.00	
Instruction	<ul style="list-style-type: none"> • Professional Development • Universal Screeners 	Ufli decoding / phonics program to supplement core reading program	2098.00	
Total Expenditures				388098

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development	Professional Development for staff members on the MTSS process.
Professional Development	Professional Development for Staff members on Literacy and Data Analysis
Professional Development	Incorporating Ufli decoding / phonic program to supplement the core reading program at the elementary.
School Safety	First Aid / CPR trainings

Analyzing data from Assessments

Action Step		
<ul style="list-style-type: none"> Professional Development for staff members on the MTSS process. 		
Audience		
Reynolds Elementary Staff		
Topics to be Included		
Using data to identify student needs and strengths for small group instruction		
Evidence of Learning		
Sign in sheets and course evaluations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Linda Delvaux and Leah Winan	2024-08-19	2025-05-30

Learning Format

Type of Activities	Frequency
Workshop(s)	As needed throughout the school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Creating a Safe and Supportive Environment

Action Step
<ul style="list-style-type: none"> First Aid / CPR trainings
Audience
Reynolds Elementary Staff

Topics to be Included		
First Aid / CPR trainings, Review of EpiPen, Stop the Bleed, AED, Life Vac aides,		
Evidence of Learning		
Sign In Sheets, Course Evaluations, Course Certificates		
Lead Person/Position	Anticipated Start	Anticipated Completion
Elementary Nurse	2024-08-19	2025-05-30

Learning Format

Type of Activities	Frequency
Inservice day	as needed throughout the year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

School Safety procedures and protocols

Action Step		
<ul style="list-style-type: none"> First Aid / CPR trainings 		
Audience		
Reynolds Elementary Staff		
Topics to be Included		
Review school safety issues throughout the year to promote safety procedures and practices		
Evidence of Learning		
Sign in Sheets, Course evaluations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Elementary Principal and School Safety Officer	2024-08-19	2025-05-30

Learning Format

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

Professional Development for Staff members

Action Step		
<ul style="list-style-type: none"> Professional Development for Staff members on Literacy and Data Analysis Incorporating Ufli decoding / phonic program to supplement the core reading program at the elementary. 		
Audience		
Reynolds Elementary Staff members		
Topics to be Included		
Ufli decoding program to support the core reading program, other literacy professional development topics, IXL data analysis professional development		
Evidence of Learning		
sign in sheets, feedback from staff surveys, feedback from presenters		
Lead Person/Position	Anticipated Start	Anticipated Completion
Elementary Principal	2024-08-19	2025-05-30

Learning Format

Type of Activities	Frequency
Workshop(s)	During various in-service days during the 2024-2025 school year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Amy Leczner	2024-08-26
School Improvement Facilitator Signature	Date