

Shamokin Area El Sch

ATSI Title 1 School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Shamokin Area Elementary		116496503
Address 1		
3000 W State Street		
Address 2		
City	State	Zip Code
Coal Township	PA	17866
Chief School Administrator		Chief School Administrator Email
Chris Venna		cvenna@indians.k12.pa.us
Principal Name		
Jennifer Neary		
Principal Email		
jneary@indians.k12.pa.us		
Principal Phone Number		Principal Extension
5706485721		2712
School Improvement Facilitator Name		School Improvement Facilitator Email
Anthony Serafini		aserafini@csiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Neary	Principal	Elementary Administration	jneary@indians.k12.pa.us
Robert Ryder	Teacher	Elementary	rryder@indians.k12.pa.us
Stephanie Boyer	Kindergarten Teacher	Elementary	sboyer@indians.12.pa.us
Melissa Kline	First Grade Teacher	Elementary	mkline@indians.12.pa.us
Sharon Mchenry	Reading Specialist Kindergarten	Elementary	smchenry@indians.k12.pa.us
Diane Knisely	Second Grade Teacher	Elementary	dknisely@indians.k12.pa.us
Marisa Labosky	Teacher	Elementary	mlabosky@indians.k12.pa.us
Maria James	Third Grade Teacher	Elementary	mjames@indians.k12.pa.us
Kayla Bamford	Fourth Grade Teacher	Elementary	kbamford@indians.k12.pa.us
Tara Dunkelberger	Fourth Grade Learning Support	Elementary	tdunkleberger@indians.k12.pa.us
Laura Fetterman	Parent	Elementary	lfetterman@indians.k12.pa.us
Lisa Firing	Community Member	Business	Lisp2399@gmail.com
Jessica Portzline	Community Member	Community	jessportz@yahoo.com
Brian Persing	Board Member	President of School Board	b_persing@yahoo.com
Mr. Chris Venna	Chief School Administrator	Superintendent	cvenna@indians.k12.pa.us
Sherry Glosek	District Level Leaders	Supervisor of Special Education	sgloseck@indians.k12.pa.us
Jennifer Waltman	Other	IU Facilitator	jwaltman@csiu.org
Anthony Serafini	Other	IU Facilitator	aserafini@csiu.org

Vision for Learning

Vision for Learning

All students attending Shamokin Area Elementary/Intermediate School will acquire the learning skills needed to communicate effectively and be respectful, productive, and responsible citizens in society. Each student will be prepared for success in the middle school and beyond. All staff will be role models and support students in reaching their fullest potential.

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	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

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

Strengths

<p>Indicator PA State Measures for Proficient and Advanced ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations The Students with Disabilities Group met the Standard Demonstrating Growth in Science.</p>
<p>Indicator PA State Measures for Proficient and Advanced ESSA Student Subgroups White</p>	<p>Comments/Notable Observations The subgroup of caucasians scored higher than the all student on the ELA PSSA 2020 Spring assessment by 1.2% proficiency and 1.3% higher on the Math PSSA 2020 Spring assessment.</p>

Challenges

<p>Indicator PA State Measures for Proficient and Advanced ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations The subgroup of IEP students with disabilities scored a difference of 21.8% lower than the all student group on the 2020 ELA PSSA 2020 Spring assessment.</p>
<p>Indicator PA State Measures for Proficient and Advanced ESSA Student Subgroups</p>	<p>Comments/Notable Observations The subgroup of IEP students with disabilities scored a difference of 16% lower than the all student group on the 2020 Math PSSA 2020 Spring assessment.</p>

<p>Indicator On Track Measures for Regular Attendance ESSA Student Subgroups</p>	<p>Comments/Notable Observations The subgroup of IEP students with disabilities attended school 3.8% less than the all student group on the 2020-2021 Future Ready Index Report.</p>
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Summary

Strengths

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

<p>On the Spring PSSA 2020 Science, the all student subgroup performed higher (65.1%) than the state average (63.7%) by +1.4%.</p>
<p>Regular attendance increased 2.4% from 2019-2020 (70.6%) to 2020-2021 (73.0%).</p>
<p>The Students with Disabilities Group met the Standard Demonstrating Growth in Science.</p>
<p>The subgroup of caucasians scored higher than the all student on the ELA PSSA 2020 Spring assessment by 1.2% proficiency and 1.3% higher on the Math PSSA 2020 Spring assessment.</p>

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.

<p>Regular attendance for 2020-2021 (73.0%) was -12.8% lower than the State Average (85.8%).</p>
<p>On the Spring PSSA 2020 Math assessment, all students scored (22.3% proficient) which is -15% below the state average (37.3%).</p>
<p>On the Spring PSSA 2020 ELA assessment, all students scored (36.1% proficient) which is -18.9% below the state average (55%).</p>
<p>The subgroup of IEP students with disabilities scored a difference of 21.8% lower than the all student group on the 2020 ELA PSSA 2020 Spring assessment. The subgroup of IEP students with disabilities scored a difference of 16% lower than the all student group on the 2020 Math PSSA 2020 Spring assessment.</p>
<p>The subgroup of IEP students with disabilities attended school 3.8% less than the all student group on the 2020-2021 Future Ready Index Report.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	<p>Kindergarten: The number of students intensive students decreased by: Overall 4% Phoneme Segmentation 1% Nonsense words fluency Correct Letter Sounds 8% The number of students At or Above the benchmark increased by: Overall difference of 2% Phoneme Segmentation 79% of all students were At or Above Benchmark First Grade: Number of students intensive students dropped by: Overall 3% Phoneme Segmentation 9% Nonsense Words Fluency Whole Words Read 2% Oral Reading Fluency (ORF) 6% ORF Accuracy 1% Special Note: Nonsense Words Fluency Correct Letter Sounds increased by 5% due to the timing of the introduction of long vowel sounds. Readers are being more careful to read whole words. The number of students At or Above the benchmark increased by: Overall difference of 4% Phoneme Segmentation 77% of all students were At or Above Benchmark Oral Reading Fluency (ORF) 3% ORF Accuracy 5% Second Grade: The number of students intensive students decreased by: Overall 7% Nonsense Words Fluency Correct Letter Sounds 16% Nonsense Words Fluency Whole Words Read 14% Oral Reading Fluency (ORF) 2% ORF Accuracy 7% Special Note: Retell Fluency increased by 4% in the Above Benchmark Range The number of students At or Above the benchmark increased by: Overall 3% Nonsense Words Fluency Correct Letter Sounds 5% Nonsense Words Fluency Whole Words Read 15% Oral Reading Fluency (ORF) 2% ORF Accuracy 10%</p>
i Ready	<p>The 2022-2023 Third grade students are our student group most effected by the Covid-19 Pandemic. In grades K-4 students went from 37% of students performing at 2 or more levels below their grade to 18% of students performing at 2 or more levels below their grade.</p>
FRI Proficient and Advanced on PSSA Standard for Growth Expectations	<p>According to the FRI information for 2021-2022 school year, the subgroups of Economically Disadvantaged, White, Hispanic, and black students all showed in increase in even though they didn't meet the interim goal. The students with disabilities subgroups maintained not meeting the standard percentage of proficient and advanced students on the 2021-2022 FRI report. On the FRI Meeting Annual Growth Expectations report, the Hispanic and Economically Disadvantaged subgroups exceeded the standard for growth. The students with disabilities subgroups showed a decrease in performance based on the standard growth expectations for 2021-2022 school year.</p>

English Language Arts Summary

Strengths

In grades K, 1, 2, and 4; 75% of students are performing at one grade level below or higher.

According to the FRI information for 2021-2022 school year, the subgroups of Economically Disadvantaged, White, Hispanic, and black students all showed an increase even though they didn't meet the interim goal.

On the FRI Meeting Annual Growth Expectations report, the Hispanic (+12%) and Economically Disadvantaged (+18%) subgroups exceeded the standard for growth.

Challenges

43% of students in grade 3 are operating at 2 or more grade levels below their grade level. The third grade Hispanic and Latino students make up a large percent of those students who are operating at 2 or more grade levels below their grade level.

In grades 1,2,3, and 4; the Black, Latino, and Hispanic subgroups are performing at two or more levels below their grade.

Overall, in grades K-6, 69% of students are not performing on or above grade level.

The students with disabilities subgroups showed a decrease in performance based on the standard growth expectations for 2021-2022 school year (-3% below the statewide average).

Mathematics

Data	Comments/Notable Observations
i Ready	76% of students in grades K-6 are performing at one grade level or more below their grade.
i Ready	The 2022-2023 Third grade students are our student group most affected by the Covid-19 Pandemic.
Proficient and Advanced on PSSA Standard for Growth Expectations	According to the FRI information for 2021-2022 school year, the subgroups of Economically Disadvantaged, White, Hispanic, and black students, and students with disabilities all showed an increase in percentage even though they didn't meet the interim goal. On the FRI Meeting Annual Growth Expectations report, the Hispanic, Economically Disadvantaged and students with disabilities subgroups exceeded the standard for growth. The subgroups of Economically Disadvantaged, students with disabilities, and Hispanic students scored significantly below the state average.

Mathematics Summary

Strengths

34% of 4th Grade students are performing on or above grade level.

In grades K-4 students went from 42% of students performing at 2 or more levels below their grade to 18% of students performing at 2 or more levels below their grade.

According to the FRI information for 2021-2022 school year, the subgroups of Economically Disadvantaged, White, Hispanic, and black students, and students with disabilities all showed an increase in percentage even though they didn't meet the interim goal or score above the state average.

On the FRI Meeting Annual Growth Expectations report, the Economically Disadvantaged (+12%) and students with disabilities (+23%)

subgroups exceeded the standard for growth.

Challenges

76% of students in grades K-4 are performing at one grade level or more below their grade.

In grades 1, 2, 3 and 4 there is a significant percentage of black, hispanic, and latino students that are performing at 2 or more grade levels below their grade.

The subgroups do Economically Disadvantaged, students with disabilities, and hispanic students scored significantly below the state average.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Educational Programming	In the 2022-2023 school year, Grades 1, 2, 3, and 4 participated in Agriculture Lab Science Programs,.
Educational Programming	In the 2022-2023 school year, Grade 4 participated in the SPARKS Science Program.

Science, Technology, and Engineering Education Summary

Strengths

Students in Grades 1, 2, 3, and 4 received the Agriculture Science Lab enrichment program one time during the 2022-2023 school year.,

Students in Grade 4 participated in the SPARKS Science Program one time during the 2022-2023 school year.

Challenges

Students in Kindergarten did not receive any extra Science enrichment programs outside of the curriculum for the 2022-2023 school year.

Students in Grades 1, 2, and 3 did not participate in the SPARKS Science Program for the 2022-2023 school year,

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	All students K-12 are working in career readiness activities in the Smart Futures learning program. Some students with IEPs and ELL have difficulties with completing the lessons in the Smart Futures platform. Due to COVID-19, the loss of learning time and work in Smart Futures has created a gap in grade level specific materials. The Smart Futures platform has an easy transition between grades and an abundance of career resources.

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.

All students K-12 are working in career readiness activities in the Smart Futures learning program.

The Smart Futures platform has easy transition between grades and an abundance of career resources.

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.

Due to COVID-19, the loss of learning time and work in Smart Futures has created a gap in grade level specific materials.

Some students with IEPs and English Language Learners have difficulties with completing the lessons in the Smart Futures platform.

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
Future Ready Index Regular Attendance	According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of students with disabilities (57.8%) was 7.1% below the all student group and 24.4% below the state average (82.2%).
Future Ready Index	According to the 2021-2022 State Assessments Measure in ELA, the students with disabilities group performing at proficient or advanced (13.9%) was 23.9% below the all student group and 40.2% below the state average (54.1%).
Future Ready Index	According to the 2021-2022 State Assessments Measure in Math, the students with disabilities group performing at proficient or advanced levels (12%) was 13.5% below the all student group and 23.7% below the state average (35.7%).
Future Ready Index	According to the 2021-2022 State Assessments Measure in Science, the students with disabilities proficient or advanced levels (25%) was 38.2% below the all student group and (29.4%) below the state average (55.4%).

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index Proficient or Advanced on Pennsylvania State Assessments	According to the 2021-2022 Future Ready Index data, the ED student group is 5% below the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the ED student group is 8.1% below the performance of the all student group in Math. According to the 2020-2021

	Future Ready Index Regular Attendance Data; The attendance of ED students (58%) was 6.9% below the all student group and 24.2% below the state average (82.2%).
Future Ready Index Meeting Annual Academic Growth Expectations (PVAAS)	The Future Ready Index results for Meeting annual growth show the ED groups is showing growth +6 units compared to the all student group in ELA. In Math, the ED groups is showing -14 growth units compared to the all student group, however the growth is very positive for this subgroup.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	According to the 2021-2022 Future Ready Index data, the Black student group is 5.1% above the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the Black student group is 1.9% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Black students (42.5%) was 22.4% below the all student group and 39.7% below the state average (82.2%).
Hispanic	According to the 2021-2022 Future Ready Index data, the Hispanic student group is 8.1% below the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the Hispanic student group is 15.2% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Hispanic students (53.5%) was 11.4% below the all student group and 28.7% below the state average (82.2%).
White	According to the 2021-2022 Future Ready Index data, the White student group is 2.2% above the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the White student group is 3.1% above the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of White students (69.2%) was 4.3% above the all student group and 13% below the state average (82.2%).

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.

According to the 2021-2022 data the Black student group is improving; the Black student group is 5.1% above the performance of the all
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student group.
Despite being below the all student groups in Math Performance, Black and Hispanic student groups are showing growth according to the 2021-2022 data.
According to the 2021-2022 Future Ready Index data, the White student group is 2.2% above the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the White student group is 3.1% above the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of White students (69.2%) was 4.3% above the all student group and 13% below the state
The Future Ready Index results for Meeting annual growth show the ED groups is showing growth +6 units compared to the all student group in ELA. In Math, the ED groups is showing -14 growth units compared to the all student group, however the growth is very positive for this subgroup.

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.

According to the 2021-2022 Future Ready Index data, the Hispanic student group is 8.1% below the performance of the all student group in ELA. The subgroups with about 10% disparity from the All Student Group: Hispanic (-9.8%) IEP (-12.1%)
According to the 2021-2022 Future Ready Index data, the Hispanic student group is 15.2% below the performance of the all student group in Math.
According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Black students (42.5%) was 22.4% below the all student group and 39.7% below the state average (82.2%).
According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Hispanic students (53.5%) was 11.4% below the all student group and 28.7% below the state average (82.2%).
According to the 2021-2022 Future Ready Index data, the ED student group is 5% below the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the ED student group is 8.1% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index

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

Empower Leadership

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Align curricular materials and lesson plans to the PA Standards
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Monitor and evaluate the impact of professional learning on staff practices and student learning
Identify professional learning needs through analysis of a variety of data

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Use multiple professional learning designs to support the learning needs of staff
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Collectively shape the vision for continuous improvement of teaching and learning
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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
On the Spring PSSA 2020 Science, the all student subgroup performed higher (65.1%) than the state average (63.7%) by +1.4%.	True
Regular attendance increased 2.4% from 2019-2020 (70.6%) to 2020-2021 (73.0%).	True
In grades K, 1, 2, and 4; 75% of students are performing at one grade level below or higher.	True
According to the FRI information for 2021-2022 school year, the subgroups of Economically Disadvantaged, White, Hispanic, and black students all showed in increase in even though they didn't meet the interim goal.	True
The Students with Disabilities Group met the Standard Demonstrating Growth in Science.	False
The subgroup of caucasians scored higher than the all student on the ELA PSSA 2020 Spring assessment by 1.2% proficiency and 1.3% higher on the Math PSSA 2020 Spring assessment.	True
34% of 4th Grade students are performing on or above grade level.	True
In grades K-4 students went from 42% of students performing at 2 or more levels below their grade to 18% of students performing at 2 or more levels below their grade.	False
Students in Grades 1, 2, 3, and 4 received the Agriculture Science Lab enrichment program one time during the 2022-2023 school year.,	False
According to the 2021-2022 data the Black student group is improving; the Black student group is 5.1% above the performance of the all student group.	True
All students K-12 are working in career readiness activities in the Smart Futures learning program.	True
Students in Grade 4 participated in the SPARKS Science Program one time during the 2022-2023 school year.	False
On the FRI Meeting Annual Growth Expectations report, the Hispanic (+12%) and Economically Disadvantaged (+18%) subgroups exceeded the standard for growth.	False
According to the FRI information for 2021-2022 school year, the subgroups of Economically Disadvantaged, White, Hispanic, and black students, and students with disabilities all showed in increase in percentage even though they didn't meet the interim goal or score above the state average.	False
On the FRI Meeting Annual Growth Expectations report, the Economically Disadvantaged (+12%) and students with disabilities (+23%) subgroups exceeded the standard for growth.	True
Despite being below the all student groups in Math Performance, Black and Hispanic student groups are	False

showing growth according to the 2021-2022 data.	
The Smart Futures platform has easy transition between grades and an abundance of career resources.	False
Align curricular materials and lesson plans to the PA Standards	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Identify professional learning needs through analysis of a variety of data	False
According to the 2021-2022 Future Ready Index data, the White student group is 2.2% above the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the White student group is 3.1% above the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of White students (69.2%) was 4.3% above the all student group and 13% below the state	False
The Future Ready Index results for Meeting annual growth show the ED groups is showing growth +6 units compared to the all student group in ELA. In Math, the ED groups is showing -14 growth units compared to the all student group, however the growth is very positive for this subgroup.	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
Regular attendance for 2020-2021 (73.0%) was -12.8% lower than the State Average (85.8%).	True
On the Spring PSSA 2020 Math assessment, all students scored (22.3% proficient) which is -15% below the state average (37.3%).	True
On the Spring PSSA 2020 ELA assessment, all students scored (36.1% proficient) which is -18.9% below the state average (55%).	True
The subgroup of IEP students with disabilities scored a difference of 21.8% lower than the all student group on the 2020 ELA PSSA 2020 Spring assessment. The subgroup of IEP students with disabilities scored a difference of 16% lower than the all student group on the 2020 Math PSSA 2020 Spring assessment.	True
The subgroup of IEP students with disabilities attended school 3.8% less than the all student group on the 2020-2021 Future Ready Index Report.	False
43% of students in grade 3 are operating at 2 or more grade levels below their grade level. The third grade	False

Hispanic and Latino students make up a large percent of those students who are operating at 2 or more grade levels below their grade level.	
In grades 1,2,3, and 4; the Black, Latino, and Hispanic subgroups are performing at two or more levels below their grade.	True
76% of students in grades K-4 are performing at one grade level or more below their grade.	False
In grades 1, 2, 3 and 4 there is a significant percentage of black, hispanic, and latino students that are performing at 2 or more grade levels below their grade.	False
Due to COVID-19, the loss of learning time and work in Smart Futures has created a gap in grade level specific materials.	False
Overall, in grades K-6, 69% of students are not performing on or above grade level.	False
Students in Kindergarten did not receive any extra Science enrichment programs outside of the curriculum for the 2022-2023 school year.	False
Students in Grades 1, 2, and 3 did not participate in the SPARKS Science Program for the 2022-2023 school year,	False
The students with disabilities subgroups showed a decrease in performance based on the standard growth expectations for 2021-2022 school year (-3% below the statewide average).	False
The subgroups do Economically Disadvantaged, students with disabilities, and hispanic students scored significantly below the state average.	True
Some students with IEPs and English Language Learners have difficulties with completing the lessons in the Smart Futures platform.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Collectively shape the vision for continuous improvement of teaching and learning	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
According to the 2021-2022 Future Ready Index data, the Hispanic student group is 8.1% below the performance of the all student group in ELA. The subgroups with about 10% disparity from the All Student Group: Hispanic (-9.8%) IEP (-12.1%)	False
According to the 2021-2022 Future Ready Index data, the Hispanic student group is 15.2% below the performance of the all student group in Math.	False
Use multiple professional learning designs to support the learning needs of staff	False
According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Black students (42.5%) was 22.4% below the all student group and 39.7% below the state average (82.2%).	False

According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Hispanic students (53.5%) was 11.4% below the all student group and 28.7% below the state average (82.2%).	False
According to the 2021-2022 Future Ready Index data, the ED student group is 5% below the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the ED student group is 8.1% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index	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.

The most notable patterns and observations are that the black and hispanic students and Students with Disabilities are affected by Regular Attendance, Behavioral Concerns, and Lack of Social/Emotional Supports. Due to Covid-19, many of the challenges we have faced were more apparent. We continued to follow the plan from the 2020-2021 school year to improve in-person attendance. Attendance from 2019-2020 improved to 69.6% from 66.3% in 2018-2019. Attendance fell to 64.9% for the 2020-2021 school year.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular attendance for 2020-2021 (73.0%) was -12.8% lower than the State Average (85.8%).	Our attendance has marginally improved since more students are not opting for at home instruction. Attendance challenges and SEL curriculum is in place to help improve attendance. We plan to continue these initiatives.	True
On the Spring PSSA 2020 Math assessment, all students scored (22.3% proficient) which is -15% below the state average (37.3%).		False
On the Spring PSSA 2020 ELA assessment, all students scored (36.1% proficient) which is -18.9% below the state average (55%).		False
The subgroup of IEP students with disabilities scored a difference of 21.8% lower than the all student group on the 2020 ELA PSSA 2020 Spring assessment. The subgroup of IEP students with disabilities scored a difference of 16% lower than the all student group on the 2020 Math PSSA 2020 Spring assessment.	We feel that COVID has had a detrimental effect on our special education students despite educators' best efforts to close the gap.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	SEL curriculum has been in place prior to and through COVID to help improve school environment. We plan to continue this program.	False
In grades 1,2,3, and 4; the Black, Latino, and Hispanic subgroups are performing at two or more levels below their grade.	Factors---- Curriculum Approach Parental Values Behaviors Classroom Support for Small Group Instruction Consistency Fidelity of Programs Time (Schedule) Parents Educational Field Trips Health Issues Hopelessness Generational poverty Lack of Value of Education Still worried about Covid Transient SLIFE (Students with limited or interrupted formal education) Language Barriers Multiple Roles outside of school (older	True

	children raising younger children; no support at home due to types of jobs they work) Staff Support Culture Norms/Values of Education Transient - Allowing students to sign out regularly with no real reason Childcare Transportation Access to Healthcare Legal Fears Conflicts---- Lack of help Lack of staff Lack of time Money Discipline Follow Through Fidelity Check-Ins Lack of consequences Lack of accountability Too Lenient Transportation (Fear/Behavior) Lack of ELL Training Lack of Communication Lack of ELL Training Lack of Communication Lack of Support from Judicial System Legal Fears	
The subgroups do Economically Disadvantaged, students with disabilities, and hispanic students scored significantly below the state average.		False
According to the 2021-2022 Future Ready Index data, the ED student group is 5% below the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the ED student group is 8.1% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
In grades K, 1, 2, and 4; 75% of students are performing at one grade level below or higher.	
According to the FRI information for 2021-2022 school year, the subgroups of Economically Disadvantaged, White, Hispanic, and black students all showed in increase in even though they didn't meet the interim goal.	
According to the 2021-2022 data the Black student group is improving; the Black student group is 5.1% above the performance of the all student group.	
On the Spring PSSA 2020 Science, the all student subgroup performed higher (65.1%) than the state average (63.7%) by +1.4%.	
Regular attendance increased 2.4% from 2019-2020 (70.6%) to 2020-2021 (73.0%).	
The subgroup of caucasians scored higher than the all student on the ELA PSSA 2020 Spring assessment by 1.2% proficiency and 1.3% higher on the Math PSSA 2020 Spring assessment.	
34% of 4th Grade students are performing on or above grade level.	

All students K-12 are working in career readiness activities in the Smart Futures learning program.	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	
Foster a culture of high expectations for success for all students, educators, families, and community members	
On the FRI Meeting Annual Growth Expectations report, the Economically Disadvantaged (+12%) and students with disabilities (+23%) subgroups exceeded the standard for growth.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
	Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
	Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
	Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Goal Setting

Priority: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
After taking each iReady Math diagnostic assessment (3-4 times per year), the Shamokin Elementary students will decrease the number of students scoring 2 or more grade levels below by 6% for the year 2022-2023.			
Measurable Goal Nickname (35 Character Max)			
Math iReady Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will complete the first iReady Diagnostic Baseline Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 3% on the 2nd iReady Diagnostic Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 3% on the 3rd iReady Diagnostic Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 6% cumulatively for the 2023-2024 school year.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
After taking each iReady Reading Diagnostic Assessment (3-4 times per year), the Shamokin Elementary students will decrease the number of students scoring 2 or more grade levels below by 6% for the year 2022-2023.			
Measurable Goal Nickname (35 Character Max)			
Reading iReady Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will complete the first iReady Diagnostic Baseline Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 3% on the 2nd iReady Diagnostic Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 3% on the 3rd iReady Diagnostic Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 6% cumulatively for the 2023-2024 school year.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Data team meetings to complete the ATSI plan for the next school year will occur at a monthly basis to review school and grade level data to complete the school-wide plan for Shamokin Elementary School at 100% completion with CSIU assistance for school board review and approval by June 30 of the current school year.			
Measurable Goal Nickname (35 Character Max)			
ATSI PLANNING			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Review data as it becomes available. Adjust current plan and submit to board for any new approval if necessary. Ensure all action plans for the beginning of the year are in place.	Administer school surveys and start completing PA Essential Learning Practices worksheets as we continue to review data.	Complete data review if possible. Conduct focus groups in February. Begin to the Go section of the plan.	The completed plan will be submitted to administration for board approval prior to June 30th.

Priority: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Shamokin Area Elementary School will implement school climate initiatives to achieve a 6% increase in attendance by June 2024.			
Measurable Goal Nickname (35 Character Max)			
ATTEND			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students attendance will increase by 2% more than the first quarter of 2022-2023	All students attendance will increase by 2% more than the 2nd quarter of 2022-2023	All students attendance will increase by 2% more than the 3rd quarter of 2022-2023	All students attendance will increase by 6% cumulatively for the year more than 2023-2024 or last reported year in FRI.

Priority: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The new Math program, Envision, will be 100% implemented by the end of the 2023-2024 school year in grades K-5 to support foundational skills for math in grades 6-12.			
Measurable Goal Nickname (35 Character Max)			

Envision			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 90% regular education classroom teachers will be trained in the Envision Math program.	By the end of quarter 2, 100% regular education classroom teachers and support staff will be putting the Envision Math components in place to start implementing small group instruction.	By the end of quarter 3, teachers who instruct math will be implementing 80% Envision Math small group instruction and working on differentiation of instruction using data compiled through classroom observations, iReady data, and other data sources.	The Envision Math program is 100% implemented with fidelity.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Shamokin Area Elememntary School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2024.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students students discipline referrals will decrease by 2% more than the first quarter of 2022-2023	All students students discipline referrals will decrease by 2% more than the second quarter of 2022-2023	All students students discipline referrals will decrease by 2% more than the first quarter of 2022-2023	All students students attendance will increase by 6% cumulatively for the year more than 2022-2023 or last reported year in FRI.

Priority: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Action Plan

Measurable Goals

Math iReady Growth	Reading iReady Growth
ATSI PLANNING	ATTEND
Envision	PBIS

Action Plan For: i-Ready Diagnostic and Individualized Learning Paths

Measurable Goals:
<ul style="list-style-type: none"> After taking each iReady Math diagnostic assessment (3-4 times per year), the Shamokin Elementary students will decrease the number of students scoring 2 or more grade levels below by 6% for the year 2022-2023. After taking each iReady Reading Diagnostic Assessment (3-4 times per year), the Shamokin Elementary students will decrease the number of students scoring 2 or more grade levels below by 6% for the year 2022-2023.

Action Step		Anticipated Start/Completion Date	
iReady Individualized Learning Paths are created from diagnostic tests taken by students for Math and Reading. The students will be working through iReady learning paths for 40 minutes per week to focus on their own areas of need in math and reading skills.		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Anthony Carnuccio, Assistant Principal	Computers, web-based subscription, incentive trackers	No	
Action Step		Anticipated Start/Completion Date	
Teachers will conference with students about diagnostic scores following each diagnostic test to communicate the importance of these diagnostics through thoughtful conversations about their strengths and needs.		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Anthony Carnuccio, Assistant Principal	Computers, web-based subscription, incentive trackers	No	
Action Step		Anticipated Start/Completion	

		Date	
Small group instruction in Math and Reading based on all relevant data including iReady scores will further work on students' needs at their level. The new math series Envision has a small group component built in. The teacher and remedial reading teachers have a multi-tiered structure used for ECRI and Wonders that facilitates small-group instruction.		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Computers, web-based subscription, incentive trackers, math series and training, ECRI and Wonders materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
increase in student scores on iReady and in the classroom, decrease in IEP students 2 or more grade level below	iReady diagnostics (K-6), conferencing with students after each diagnostic (three times per year)

Action Plan For: Updating the Math Curriculum

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Math Series Training for Staff (select grade levels)		2022-08-22	2024-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Curriculum Coordinator, Principal	schedule and materials for Math series review	Yes	
Action Step		Anticipated Start/Completion Date	
Envision Math Implementation		2023-08-12	2024-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Curriculum Coordinator, Principal	Envision Math materials, schedules, additional support from company	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
increase in student scores on iReady and in the classroom, decrease in all students and IEP students 2 or more grade level below	iReady diagnostics (K-6), conferencing with students after each diagnostic (three times per year)

Action Plan For: School Wide Planning

Measurable Goals:
<ul style="list-style-type: none"> Data team meetings to complete the ATSI plan for the next school year will occur at a monthly basis to review school and grade level data to complete the school-wide plan for Shamokin Elementary School at 100% completion with CSIU assistance for school board review and approval by June 30 of the current school year.

Action Step		Anticipated Start/Completion Date	
Monthly Data Team Meetings for Review of Data and Current ATSI Plan		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Data reports from various sources, plan requirements, access to PDE suite and Future Ready Comprehensive Planning System	No	
Action Step		Anticipated Start/Completion Date	
Monthly Grade Level Data Collection Meetings		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Data reports from various sources, plan requirements, access to PDE suite and Future Ready Comprehensive Planning System	No	
Action Step		Anticipated Start/Completion Date	
Maintain a Full Day Kindergarten Program		2023-07-01	2024-06-30
Lead	Material/Resources/Supports Needed	PD Step?	

Person/Position			
Principal	Adopted Curriculum, Title I Funds, Data reports, technology, Salary and benefits of full day kindergarten teachers along with reading specialist, general supplies for classrooms in K and K4	No	
Action Step		Anticipated Start/Completion Date	
Remedial Reading Program		2023-07-01	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Federal Programs coordinator	Tier 2 and Tier 3 reading intervention programs, schedules, assessments from acadience	No	
Action Step		Anticipated Start/Completion Date	
Remedial Reading Program for Nonpublic Schools with a Family Involvement Component		2023-05-22	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Federal Programs Coordinators	Acadience Testing Materials Reading Specialist through CSIU Contracted Reading Specialist Services Family Involvement Equitable Services	No	
Action Step		Anticipated Start/Completion Date	
Remedial Reading Program for Nonpublic Schools with a Family Involvement Component		2023-05-22	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Federal Programs Coordinators	Acadience Testing Materials Reading Specialist through CSIU Contracted Reading Specialist Services Family Involvement Equitable Services	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase scores and growth in student I-Ready scores and PSSA scores, increased Acadience student scores K-2	Data Team and Grade level staff will review student I-Ready scores and PSSA scores. Acadience student scores K-2 will be benchmarked three times a year. Below and Well Below Benchmark students will be progress monitored as needed.

Action Plan For: Attendance Challenges

Measurable Goals:
<ul style="list-style-type: none"> Shamokin Area Elementary School will implement school climate initiatives to achieve a 6% increase in attendance by June 2024.

Action Step		Anticipated Start/Completion Date	
Implement Attendance Challenges			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Improvement Committee	Monthly SIS Attendance Reports, flyers, rewards		
Action Step		Anticipated Start/Completion Date	
Continuation of the Seven Mindsets SEL program		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sherry Glosek, Special Education Director	Access to Seven Mindset Curriculum Materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Positive Responses for surveys, increase in attendance, increase in SEL awareness, increase in attendance, decrease in discipline referrals, increased positive feedback from PA school climate, decrease in loss of instructional time due to student behaviors and absenteeism.	Monthly SIS Attendance Reports, PVAAS Roster Verification, PA school climate survey, SIS attendance records

Action Plan For: Positive School Wide Behavior Program

Measurable Goals:
<ul style="list-style-type: none"> Shamokin Area Elementary School will implement school climate initiatives to achieve a 6% increase in attendance by June 2024. Shamokin Area Elementary School will implement School Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2024.

Action Step		Anticipated Start/Completion Date	
Annual Discussions about SIS, Discipline options/needs		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS committee, school climate, administrators	SIS programs, IT support	No	
Action Step		Anticipated Start/Completion Date	
Update and Revise PBIS Lesson Plans for classrooms based on behaviors, frequencies, and subgroups		2023-06-30	2023-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Committee, CSIU consultant	PBIS curriculum, lesson plans	No	
Action Step		Anticipated Start/Completion Date	
Staff Refresher Training on PBIS Procedures		2023-06-30	2023-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Committee	PBIS plan, folders, charts	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Positive Responses for surveys, increase in attendance, increase in SEL awareness, increase in attendance, decrease in discipline referrals, increased positive feedback from PA school climate, decrease in loss of instructional time due to student behaviors and absenteeism.	Monthly SIS Attendance Reports, PVAAS Roster Verification, PA school climate survey, SIS attendance records

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.

E-grant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • i-Ready Diagnostics and Individualized Learning Paths • Updating the Math Curriculum • School Wide Planning • Attendance Challenges • Positive School Wide Behavior Program 	salary for full day kindergarten and reading teachers	571482.44
Instruction	<ul style="list-style-type: none"> • i-Ready Diagnostics and Individualized Learning Paths • Updating the Math Curriculum • School Wide Planning • Attendance Challenges • Positive School Wide Behavior Program 	benefits of full day kindergarten and reading teachers	443501.56
Instruction	<ul style="list-style-type: none"> • i-Ready Diagnostics and Individualized 	supplies for kindergarten; math resources; reading	71192

	<ul style="list-style-type: none"> Learning Paths Updating the Math Curriculum School Wide Planning Attendance Challenges Positive School Wide Behavior Program 	resources; attendance and culture climate	
Instruction	<ul style="list-style-type: none"> i-Ready Diagnostics and Individualized Learning Paths 	supplies - attendance assessment	3000
Instruction	<ul style="list-style-type: none"> School Wide Planning 	NONPUBLIC equitable share for services	51304
Other Expenditures	<ul style="list-style-type: none"> i-Ready Diagnostics and Individualized Learning Paths Updating the Math Curriculum School Wide Planning Attendance Challenges Positive School Wide Behavior Program 	federal programs coordinator salary and benefits prorated amt	17534
Other Expenditures	<ul style="list-style-type: none"> i-Ready Diagnostics and Individualized Learning Paths Updating the Math Curriculum School Wide Planning Attendance Challenges Positive School Wide Behavior Program 	family involvement events: salary/benefits for staffing and supplies	13129

Instruction	<ul style="list-style-type: none"> School Wide Planning 	nonpublic equitable share for family involvement	524
Instruction	<ul style="list-style-type: none"> i-Ready Diagnostics and Individualized Learning Paths Updating the Math Curriculum School Wide Planning Attendance Challenges Positive School Wide Behavior Program 	homeless set aside	1000
Total Expenditures			1350228

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Updating the Math Curriculum	Math Series Training for Staff (select grade levels)

Envision Math Site Visit

Action Step		
<ul style="list-style-type: none"> Math Series Training for Staff (select grade levels) 		
Audience		
Elementary and Intermediate Teachers from selected grade levels were chosen to see the program at Hempfield		
Topics to be Included		
Envision Math and small group instruction		
Evidence of Learning		
Use of information to help with implementation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2023-03-23	2023-03-23

Learning Format

Type of Activities	Frequency
Classroom/school visitation	once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Envision Math Online Training

Action Step	
<ul style="list-style-type: none"> Math Series Training for Staff (select grade levels) 	
Audience	
All regular and special education teachers	
Topics to be Included	
Envision Math program	
Evidence of Learning	

Fully implemented program by end of 2023-2024		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2023-04-14	2024-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Throughout the year support ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Staff Refresher Training on PBIS Procedures

Action Step		
• Staff Refresher Training on PBIS Procedures		
Audience		
Staff		
Topics to be Included		
Review the PBIS plan, review protocol and disciplinary procedures, and inform staff of new updates or changes.		
Evidence of Learning		
The teachers will use the strategies, plans, and interventions recommended by the PBIS plan.		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Committee	2023-08-14	2023-09-30

Learning Format

Type of Activities	Frequency
Inservice day	once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• Shamokin Area - Board Affirmation Statement.pdf

Chief School Administrator	Date
Chris J. Venna	2023-09-27
Building Principal Signature	Date
Jennifer Neary	2023-09-27
School Improvement Facilitator Signature	Date