

**Dingman-Delaware El Sch**

Schoolwide Title 1 School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Dingman-Delaware El Sch		120522003
<b>Address 1</b>		
1355 Route 739		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Dingmans Ferry	PA	18328
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Brian Blaum		BBlaum@dvdsd.org
<b>Principal Name</b>		
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<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stacey Krauss	Community Member	Children's Librarian, Dingman's Ferry Public Library	krauss@pcpl.org
Stephanie Carver	Education Specialist	DDES	carvers@dvdsd.org
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## **Vision for Learning**

### **Vision for Learning**

Delaware Valley School District, in partnership with our community, stands committed to maximizing student potential, fostering life-long learning and promoting responsible citizenship. Delaware Valley School District – Educating for Life’s Journey

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations: English Language Arts	DDES meets the standard for demonstrating growth in English Language Arts. Students are showing consistent academic progress in these core subjects.
Regular Attendance	All student group meets performance standard for regular attendance. Consistent attendance is crucial for academic success and overall student engagement.

### Challenges

Indicator	Comments/Notable Observations
English Language Arts: Percent Proficient and Advanced	DDES did not meet the interim goal or improvement target for the percentage of students proficient or advanced in English Language Arts.
Mathematics: Percent Proficient and Advanced	DDES did not meet the interim goal or improvement target for the percentage of students proficient or advanced in Mathematics.

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

### Strengths

<b>Indicator</b> Growth Standard: English Language Arts <b>ESSA Student Subgroups</b> Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> All Students group earned a 73 for growth, and Students with Disabilities earned 77, Economically Disadvantaged earned 71.
<b>Indicator</b> Regular Attendance	<b>Comments/Notable Observations</b> All student groups showed growth in attendance. Students with Disabilities moving from 70%

<b>ESSA Student Subgroups</b> Students with Disabilities	to 84%.
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### Challenges

<b>Indicator</b> English Language Arts: Percent Proficient or Advanced <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Students with disabilities at DDES score proficient or advanced 26% of the time. This is down from 27% the previous year.
<b>Indicator</b> On Track Measure: Grade 3 Reading <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> All student group has 68% of students on track in Grade 3 Reading. Students with Disabilities has 28.6% of students on track in Grade 3 Reading.

### 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.

Academic Growth Expectations: English Language Arts: DDES meets the standard for demonstrating growth in English Language Arts. Students are showing consistent academic progress in these core subjects.
Growth Standard: English Language Arts: All Students group earned a 73 for growth, and Students with Disabilities earned 77, Economically Disadvantaged earned 71.

#### 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.

English Language Arts: Percent Proficient and Advanced: DDES did not meet the interim goal or improvement target for the percentage of students proficient or advanced in English Language Arts.
English Language Arts: Percent Proficient or Advanced: Students with disabilities at DDES score proficient or advanced 26% of the time. This is down from 27% the previous year.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
3rd Grade DIBELS composite scores	25% of students are well below benchmark at the beginning of the year in decoding and word reading in third grade. This suggests a need for intensive intervention for those students to build foundational reading skills.
4th grade DIBELS composite scores	In fourth grade, 23% fall well below benchmark in reading comprehension with 11% well below benchmark in fluency and 8% well below benchmark in accuracy.
5th grade DIBELS composite scores	26% of students fall well below benchmark in reading comprehension in fifth grade with 15% falling well below benchmark in fluency and 8% well below benchmark in accuracy.

### English Language Arts Summary

#### Strengths

There is an improvement in fluency from 4th to 5th grade and accuracy maintains. Interventions in these skills may be having a positive impact as students progress.

Only 8% of students fall well below benchmark in accuracy across 4th and 5th grades suggesting many have developed solid word recognition skills by fourth grade.

#### Challenges

25% of students are well below benchmark in foundational skills at the beginning of third grade indicating a need for strong foundational skill interventions at this level.

The percentage of students well below benchmark in reading comprehension remains high indicating a persistent challenge in developing higher order reading skills as students improve in fluency.

### Mathematics

Data	Comments/Notable Observations
3rd Grade STAR Math Winter	70% of students fall at or above minimum proficiency in 3rd grade, 8% of students need urgent intervention.
4th Grade STAR Math Winter	62% of students fall at or above minimum proficiency in 4th grade, 14% of students need urgent intervention
5th Grade STAR Math Winter	68% of students fall at or above minimum proficiency in 5th grade, 16% of students need urgent intervention.



## Mathematics Summary

### Strengths

High proficiency rates in all three grade levels indicates that the match curriculum is effectively reaching a significant portion of the student population.

The proficiency rate in fifth grade rebounds after it goes down a bit in fourth grade indicating instruction is being adjusted in to successfully address some of the students' challenges.

### Challenges

The percentage of students needing urgent intervention steadily increases from 3rd to 5th grade. Some are falling further behind as math concepts get more complex, more robust support systems are needed.

Inconsistency in student performance across grade levels may indicate a need for instructional adjustments. More targeted support may be needed in the transitions between grades.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
4th grade PSSA science	All student groups were 85% proficient or advanced, meeting the statewide goal.
4th grade PSSA science	Hispanic and combined ethnicity subgroups went down in proficient and advanced while economically disadvantaged student group stayed the same.
Grades 3-5 Science Grades in quarter 2	402 have an A, 61 have a B, 4 have a C

## Science, Technology, and Engineering Education Summary

### Strengths

High overall proficiency indicates the science instruction is reaching a broad range of students.

DDES aligns well with state expectations and standards in science education.

### Challenges

The decrease in Hispanic and combined ethnicity indicates a concern and the need for targeted interventions or culturally responsive teaching.

The lack of improvement in the economically disadvantaged subgroup indicates an achievement gap due to the high performance of other subgroups. Additional support and resources for economically disadvantaged students is needed.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Smart Futures	By the end of third grade all students are expected to complete 2 artifacts in Smart Futures. These artifacts are based in four strands including: career awareness and preparation, entrepreneurship, career retention and advancement, and career acquisition.
Smart Futures	By the end of third grade all students are expected to complete 2 artifacts in Smart Futures. These artifacts are based in four strands including: career awareness and preparation, entrepreneurship, career retention and advancement, and career acquisition.
Smart Futures	By the end of third grade all students are expected to complete 2 artifacts in Smart Futures. These artifacts are based in four strands including: career awareness and preparation, entrepreneurship, career retention and advancement, and career acquisition.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

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

The program maintains a consistent structure from third to fifth grade, with students expected to complete two artifacts each year.
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The program covers four important strands of career education. This broad approach ensures students are exposed to various aspects of career development at an early age.
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### 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.

With only two artifacts required per year, there may be a challenge in comprehensively covering all four strands.
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Since the same four strands are covered each year from third to fifth grade, there may be a challenge in ensuring that the content and activities are sufficiently differentiated and progressively more advanced to provide new learning opportunities each year.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
There is an insufficient sample of English learners	There is an insufficient sample of English learners

### Students with Disabilities

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

Data	Comments/Notable Observations
ELA PSSA	Students with disabilities did not meet statewide goal for proficiency in ELA and decreased in performance from the previous year. This subgroup met the growth target in ELA and increased in growth from previous year.
Math PSSA	Students with disabilities did not meet statewide goal for proficiency in Math and decreased in performance from previous years. This subgroup did not meet the growth target for math and decreased in growth from previous years.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA PSSA	Economically disadvantaged students did not meet the statewide target for proficiency and went up in performance from previous years. This subgroup did meet growth target and went up in growth from previous years.

Math PSSA	Economically disadvantaged students did not meet the proficiency target and when up in performance from previous year. This subgroup did meet growth expectations set by the state and went up in growth from previous years.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	Students with two or more races went down in ELA and Math proficiency,

### 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.

Economically disadvantaged students did not meet the statewide target for proficiency and went up in performance from previous years. This subgroup did meet growth target and went up in growth from previous years.
Economically disadvantaged students did not meet the proficiency target and when up in performance from previous year. This subgroup did meet growth expectations set by the state and went up in growth from previous years.

#### 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.

Students with disabilities did not meet statewide goal for proficiency in ELA and decreased in performance from the previous year. This subgroup met the growth target in ELA and increased in growth from previous year.
Students with disabilities did not meet statewide goal for proficiency in Math and decreased in performance from previous years. This subgroup did not meet the growth target for math and decreased in growth from previous years.


## 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	Emerging
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	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	Not Yet Evident

### 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	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	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?

Identify professional learning needs through analysis of a variety of data
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Use multiple professional learning designs to support the learning needs of staff
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### Challenges

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports
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Implement a multi-tiered system of supports for academics and behavior
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## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

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

Strength	Check for Consideration in Plan
Academic Growth Expectations: English Language Arts: DDES meets the standard for demonstrating growth in English Language Arts. Students are showing consistent academic progress in these core subjects.	False
Growth Standard: English Language Arts: All Students group earned a 73 for growth, and Students with Disabilities earned 77, Economically Disadvantaged earned 71.	False
Academic Growth Expectations: English Language Arts: DDES meets the standard for demonstrating growth in English Language Arts. Students are showing consistent academic progress in these core subjects.	False
Growth Standard: English Language Arts: All Students group earned a 73 for growth, and Students with Disabilities earned 77, Economically Disadvantaged earned 71.	False
There is an improvement in fluency from 4th to 5th grade and accuracy maintains. Interventions in these skills may be having a positive impact as students progress.	True
Only 8% of students fall well below benchmark in accuracy across 4th and 5th grades suggesting many have developed solid word recognition skills by fourth grade.	True
High proficiency rates in all three grade levels indicates that the match curriculum is effectively reaching a significant portion of the student population.	True
The proficiency rate in fifth grade rebounds after it goes down a bit in fourth grade indicating instruction is being adjusted in to successfully address some of the students' challenges.	True
High overall proficiency indicates the science instruction is reaching a broad range of students.	False
DDES aligns well with state expectations and standards in science education.	False
The program maintains a consistent structure from third to fifth grade, with students expected to complete two artifacts each year.	False
The program covers four important strands of career education. This broad approach ensures students are exposed to various aspects of career development at an early age.	False
Economically disadvantaged students did not meet the statewide target for proficiency and went up in performance from previous years. This subgroup did meet growth target and went up in growth from previous years.	False
Economically disadvantaged students did not meet the proficiency target and when up in performance from	False

previous year. This subgroup did meet growth expectations set by the state and went up in growth from previous years.	
Identify professional learning needs through analysis of a variety of data	False
Use multiple professional learning designs to support the learning needs of staff	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
English Language Arts: Percent Proficient and Advanced: DDES did not meet the interim goal or improvement target for the percentage of students proficient or advanced in English Language Arts.	False
English Language Arts: Percent Proficient or Advanced: Students with disabilities at DDES score proficient or advanced 26% of the time. This is down from 27% the previous year.	False
English Language Arts: Percent Proficient and Advanced: DDES did not meet the interim goal or improvement target for the percentage of students proficient or advanced in English Language Arts.	False
English Language Arts: Percent Proficient or Advanced: Students with disabilities at DDES score proficient or advanced 26% of the time. This is down from 27% the previous year.	False
25% of students are well below benchmark in foundational skills at the beginning of third grade indicating a need for strong foundational skill interventions at this level.	False
The percentage of students well below benchmark in reading comprehension remains high indicating a persistent challenge in developing higher order reading skills as students improve in fluency.	True
The percentage of students needing urgent intervention steadily increases from 3rd to 5th grade. Some are falling further behind as math concepts get more complex, more robust support systems are needed.	True
Inconsistency in student performance across grade levels may indicate a need for instructional adjustments. More targeted support may be needed in the transitions between grades.	False
The decrease in Hispanic and combined ethnicity indicates a concern and the need for targeted interventions or culturally responsive teaching.	False
The lack of improvement in the economically disadvantaged subgroup indicates an achievement gap due to the high performance of other subgroups. Additional support and resources for economically disadvantaged students is needed.	False
With only two artifacts required per year, there may be a challenge in comprehensively covering all four strands.	False
Since the same four strands are covered each year from third to fifth grade, there may be a challenge in ensuring	False

that the content and activities are sufficiently differentiated and progressively more advanced to provide new learning opportunities each year.	
Students with disabilities did not meet statewide goal for proficiency in ELA and decreased in performance from the previous year. This subgroup met the growth target in ELA and increased in growth from previous year.	False
Students with disabilities did not meet statewide goal for proficiency in Math and decreased in performance from previous years. This subgroup did not meet the growth target for math and decreased in growth from previous years.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Implement a multi-tiered system of supports for academics and behavior	False

### Most Notable Observations/Patterns

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

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The percentage of students well below benchmark in reading comprehension remains high indicating a persistent challenge in developing higher order reading skills as students improve in fluency.	Reading incentive programs for kids utilizing the public library, professional development on student led discussions and workshopping for teachers/IAs, newsletters and coaching opportunities for classroom teachers, reading specialists can model, observe, conduct breakout groups or analyze data alongside teachers.	True
The percentage of students needing urgent intervention steadily increases from 3rd to 5th grade. Some are falling further behind as math concepts get more complex, more robust support systems are needed.	Students in need of urgent intervention could work in small groups with teachers on specific skills	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	MTSS focusing on behavior is being introduced schoolwide in SY 25-26, a core team has already been developed and will be working with staff to implement PBIS.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
There is an improvement in fluency from 4th to 5th grade and accuracy maintains. Interventions in these skills may be having a positive impact as students progress.	Since current interventions are impacting fluency, expand these strategies to other grade levels or math word problems. Analyzing these interventions can refine instructional practices by replicating strategies across different content areas. Recognizing and rewarding students' progress in fluency through PBIS incentives could encourage consistent engagement with reading and reinforce positive academic behaviors.
Only 8% of students fall well below benchmark in accuracy across 4th and 5th grades suggesting many have developed solid word recognition skills by fourth grade.	Instructional focus can shift to enhancing comprehension strategies, students can be exposed to more complex text, higher order questioning and critical reading strategies. Teachers can integrate reading strategies such as identifying key information and understanding question structures to support math reasoning. PBIS strategies can emphasize goal setting and self motivation in literacy and math.
High proficiency rates in all three grade levels	PBIS strategies can emphasize a growth mindset to sustain motivation and prevent

indicates that the match curriculum is effectively reaching a significant portion of the student population.	complacency. Providing advanced problem solving to students who are ready while providing intervention to students in need will support all students. Integrating data analysis into reading instruction can enhance comprehension skills.
The proficiency rate in fifth grade rebounds after it goes down a bit in fourth grade indicating instruction is being adjusted in to successfully address some of the students' challenges.	Since instruction is closing gaps in fifth grade, analyzing the specific strategies, interventions, or curriculum modifications can help refine best practices. Implement targeted interventions in math earlier in the fourth grade year may help students stay on track.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	DDES is committed to moving students out of the "well below benchmark" category in reading comprehension by providing targeted support and engagement opportunities. To achieve this, at least 50% of students will participate in a reading incentive program each marking period, promoting motivation and progress. Professional development on student-led discussions and workshopping will be provided to teachers, and reading specialists will offer ongoing coaching and modeling in ELA classrooms to support teachers in addressing the needs of struggling readers.
	DDES is focused on addressing the increasing percentage of students requiring urgent intervention from 3rd to 5th grade, as many students are falling further behind due to the increasing complexity of math concepts. To support these students, we will implement more robust and targeted support systems to ensure all students receive the necessary interventions and resources to close achievement gaps and succeed in math.
	DDES committed to implementing an evidence-based, schoolwide Positive Behavior Interventions and Supports (PBIS) system to foster a positive learning environment. By providing staff training, reinforcing positive behaviors, and using data-driven strategies, we aim to reduce disciplinary incidents, increase student engagement, and create a culture of respect and accountability.

## Goal Setting

**Priority: DDES is committed to moving students out of the "well below benchmark" category in reading comprehension by providing targeted support and engagement opportunities. To achieve this, at least 50% of students will participate in a reading incentive program each marking period, promoting motivation and progress. Professional development on student-led discussions and workshopping will be provided to teachers, and reading specialists will offer ongoing coaching and modeling in ELA classrooms to support teachers in addressing the needs of struggling readers.**

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the current school year at least 50% of students that are below proficiency in district benchmarks will increase their proficiency ranking by 5% in reading comprehension as shown in end of year district benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
Reading			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of students identified as below proficiency are assessed and grouped for targeted reading intervention. Progress monitoring begins, and at least 20% of identified students show a 1–2% gain in reading comprehension based on district benchmarks. Students will participate in one reading incentive program ELA teachers will participate in professional learning focused on instructional strategies Reading specialists will provide quarterly newsletters Reading specialists will survey homeroom teachers to identify instructional	At least 30% of identified students demonstrate 2–3% growth in reading comprehension from their baseline, as shown on mid-year benchmark or district-aligned assessments. Progress monitoring data is reviewed to adjust instructional groupings Students will participate in one reading incentive program ELA teachers will participate in professional learning focused on instructional strategies Reading specialists will provide coaching opportunities for ELA teachers Reading specialists will attend grade-level PLCs to share and collaborate on	At least 40% of identified students demonstrate 3–4% growth from their baseline scores. Students will participate in one reading incentive program Progress monitoring data is reviewed to adjust instructional groupings ELA teachers will participate in professional learning focused on instructional strategies Reading specialists will provide coaching opportunities for ELA teachers Reading specialists will attend grade-level PLCs to share and collaborate on benchmarking data	At least 50% of students identified as below proficiency demonstrate a minimum 5% increase in reading comprehension scores compared to baseline, as measured by the end-of-year district benchmark. Students will participate in one reading incentive program Reading specialists will survey homeroom teachers for reflection on instructional strategies Reading specialists will attend grade-level PLCs to share and collaborate on benchmarking data

needs during WIN and Core instruction Reading specialists will attend grade-level PLCs to share and collaborate on benchmarking data	benchmarking data		
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**Priority: DDES is focused on addressing the increasing percentage of students requiring urgent intervention from 3rd to 5th grade, as many students are falling further behind due to the increasing complexity of math concepts. To support these students, we will implement more robust and targeted support systems to ensure all students receive the necessary interventions and resources to close achievement gaps and succeed in math.**

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, the percentage of students needing math intervention in grades 3 through 5 will be reduced by 5%.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students in grades 3–5 complete the beginning-of-year (BOY) district math benchmark. Students needing intervention are identified for Tier 2 math support based on benchmark scores and classroom performance. Tier 2 interventions begin for all identified students At least 15% of students in intervention demonstrate early progress (e.g., improvement on targeted math sub-skills or unit assessments), indicating movement toward grade-level proficiency. Targeted interventions and enrichment will be implemented	Mid-year math benchmarks are administered to track student progress At least 2% of students originally identified for intervention demonstrate growth. Intervention groups are adjusted based on data Targeted interventions and enrichment will be implemented during small group CORE instruction on math concepts Teachers receive targeted PD on math differentiation and strategies to build number sense and problem-solving skills Classroom teachers will implement fact fluency practices	3% reduction in the percentage of students requiring math intervention, based on multiple data points (formative assessments, teacher input, and benchmarks). Targeted interventions and enrichment will be implemented during small group CORE instruction on math concepts Classroom teachers will implement fact fluency practices during CORE math to increase student performance Students will monitor, adjust, and track their personal growth goals	Based on end-of-year benchmark assessments and final intervention data, the percentage of students needing math intervention in grades 3–5 is reduced by at least 5% compared to the baseline established in Quarter 1. Targeted interventions and enrichment will be implemented during small group CORE instruction on math concepts Classroom teachers will implement fact fluency practices during CORE math to increase student performance Students will monitor, adjust,



during small group CORE instruction on math concepts Classroom teachers will implement fact fluency practices during CORE math to increase student performance Classroom teachers will use various modalities and manipulatives to introduce and practice math concepts Students will create personal growth goals	during CORE math to increase student performance Additional support (tutoring, after school math clubs) will be introduced by the end of the second marking period. Students will monitor, adjust, and track their personal growth goals		and track their personal growth goals
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**Priority: DDES committed to implementing an evidence-based, schoolwide Positive Behavior Interventions and Supports (PBIS) system to foster a positive learning environment. By providing staff training, reinforcing positive behaviors, and using data-driven strategies, we aim to reduce disciplinary incidents, increase student engagement, and create a culture of respect and accountability.**

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, the school will reduce office discipline referrals (ODRs) by 10% as measured by data collected from the school's behavior management system.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Tier 1 PBIS interventions are launched, including school-wide positive behavior expectations, rewards systems, and staff PD on behavior management. PBIS team reviews the data and implements strategies to address areas with the highest frequency of referrals. Data analysis will	Mid-year review of ODR data to assess trends and adjust interventions as needed. Tier 1 supports are reinforced. ODRs are reduced by 5% from the baseline by the end of Q2, indicating progress toward the 10% year-end reduction goal. Reteaching for students with 3 or	Monthly data reviews are held by the PBIS team to evaluate the effectiveness of current strategies and make adjustments. PBIS staff surveys indicate that at least 90% of teachers use proactive behavior management strategies consistently. ODRs are	End-of-year PBIS survey shows that 95% of staff members feel confident in using school-wide behavior expectations and responding to student behavior in a positive, consistent way. ODRs are reduced by at least 10%, meeting the end-of-year goal. Final review of behavior

<p>be shared monthly during faculty meetings At least 80% of teachers and staff report consistent use of school-wide expectations and reinforcement strategies, leading to a 3% reduction in ODRs by the end of Q1. Classroom teachers will share behavioral expectations through created lessons and shared videos Will hold a school-wide kick-off assembly on PBIS</p>	<p>more discipline referrals during school-wide incentive Data analysis will be shared monthly during faculty meetings Will hold school-wide quarterly event</p>	<p>reduced by 7% from baseline at the end of Q3, putting the school on track to meet the 10% reduction goal. Reteaching for students with 3 or more discipline referrals during school-wide incentive Classroom teachers will reshare behavioral expectations Data analysis will be shared monthly during faculty meetings Will hold school-wide quarterly event</p>	<p>trends shows a decrease in both the frequency and intensity of office discipline referrals, reflecting the success of Tier 1 interventions. Reteaching for students with 3 or more discipline referrals during school-wide incentive Data analysis will be shared monthly during faculty meetings Will hold school-wide quarterly event</p>
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## Action Plan

### Measurable Goals

Reading	Math
PBIS	

### Action Plan For: Structured Literacy Strategies

#### Measurable Goals:

- By the end of the current school year at least 50% of students that are below proficiency in district benchmarks will increase their proficiency ranking by 5% in reading comprehension as shown in end of year district benchmark assessments.

Action Step		Anticipated Start/Completion Date	
Implement targeted small group reading instruction during dedicated reading blocks.		2025-09-30	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading specialists, classroom teachers, special education teachers, administration	Local assessment data reports, screening and diagnostic reports, leveled reading materials (fiction and nonfiction), research-based intervention programs	Yes	
Action Step		Anticipated Start/Completion Date	
Developing and implementing instructional plans for the top three identified deficit strands, as determined by data analysis, with weekly progress monitoring for student sin urgent intervention groups.		2025-09-30	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading specialists, classroom teachers, special education teachers, administration	Local benchmark assessments, screening and diagnostic reports, instructional planning guides	Yes	
Action Step		Anticipated Start/Completion Date	
Analyze progress data in monthly PLC meetings and adjust instruction.		2025-09-30	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading specialists, classroom	PLC meeting time, local assessments, diagnostic and screening	Yes	

teachers, special education teachers	reports, LinkIt! data reports student data and goal tracking sheets		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Provide ongoing coaching and modeling of best practices in reading instruction.		2025-09-30	2026-05-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Reading specialists	Feedback and self-evaluation tools, coaching logs, model lessons, Colonial IU 20 trainings	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Students will improve their level of proficiency as shown through district benchmark (beginning, middle and end of year) scores	Principal, reading specialist, 3 times per year, district reading benchmark assessments

### Action Plan For: Data driven instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the school year, the percentage of students needing math intervention in grades 3 through 5 will be reduced by 5%.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement Tier 2 small-group math interventions during designated math intervention time for students identified as below grade level.		2025-09-30	2026-05-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Classroom teachers, special education teachers, administration	Math intervention programs, math manipulatives, intervention tracking forms, student data from universal screeners, time built into the master schedule for intervention blocks, scheduling support for intervention blocks	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Analyze classroom and intervention data to regroup students and adjust instructional strategies.		2025-09-	2026-05-

		30	15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Classroom teachers, special education teachers, principal, assistant principal	Data analysis protocols and templates, grouping charts and instructional plans, PLC protocols, access to digital data dashboards or LinkIt reports, regular data team meetings with administrative support	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Students will improve their level of proficiency as shown through district benchmark scores	Principal, classroom teachers, 3 times per year: district math benchmarks

### Action Plan For: PBIS (Positive Behavior Interventions and Supports)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the school year, the school will reduce office discipline referrals (ODRs) by 10% as measured by data collected from the school's behavior management system.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement a schoolwide PBIS reinforcement system with consistent expectations, teaching routines, and recognition for positive behaviors.		2025-09-30	2026-05-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
PBIS core team, principal, assistant principal	Schoolwide behavior matrix, signage for common areas, PBIS rewards system, behavior expectations lesson plans, data-tracking tools, time for staff collaboration	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Hold monthly PBIS data meetings to review data and develop action plans to address emerging behavioral trends.		2025-09-30	2026-05-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
PBIS core team, principal, assistant principal	Data tracking tools, PowerSchool behavior, TIPS meeting minutes form, TIPS roles handout	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
A measurable decrease in the number of office discipline referrals (ODRs) recorded in the school's behavior management system by the end of the school year.	Principal, assistant principal, monthly, local school behavior data tracking system

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"><li>Structured Literacy Strategies</li><li>Data driven instruction</li><li>PBIS (Positive Behavior Interventions and Supports)</li></ul>	Reading specialist salary and benefits	245000
Total Expenditures			245000

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy Strategies	Implement targeted small group reading instruction during dedicated reading blocks.
Structured Literacy Strategies	Developing and implementing instructional plans for the top three identified deficit strands, as determined by data analysis, with weekly progress monitoring for student sin urgent intervention groups.
Structured Literacy Strategies	Analyze progress data in monthly PLC meetings and adjust instruction.
Structured Literacy Strategies	Provide ongoing coaching and modeling of best practices in reading instruction.
Data driven instruction	Implement Tier 2 small-group math interventions during designated math intervention time for students identified as below grade level.
Data driven instruction	Analyze classroom and intervention data to regroup students and adjust instructional strategies.
PBIS (Positive Behavior Interventions and Supports)	Implement a schoolwide PBIS reinforcement system with consistent expectations, teaching routines, and recognition for positive behaviors.

### Student Centered Coaching

Action Step		
<ul style="list-style-type: none"> <li>Implement targeted small group reading instruction during dedicated reading blocks.</li> <li>Developing and implementing instructional plans for the top three identified deficit strands, as determined by data analysis, with weekly progress monitoring for student sin urgent intervention groups.</li> <li>Analyze progress data in monthly PLC meetings and adjust instruction.</li> <li>Provide ongoing coaching and modeling of best practices in reading instruction.</li> </ul>		
Audience		
Reading specialists		
Topics to be Included		
Student centered coaching		
Evidence of Learning		
Reading specialists will complete one coaching cycle with a classroom teacher		
Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisor of Academics	2025-10-01	2026-05-15

### Learning Format

Type of Activities	Frequency
Workshop(s)	three times



<b>Observation and Practice Framework Met in this Plan</b>
<b>This Step Meets the Requirements of State Required Trainings</b>

### PBIS training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Implement a schoolwide PBIS reinforcement system with consistent expectations, teaching routines, and recognition for positive behaviors.</li> </ul>		
<b>Audience</b>		
School staff		
<b>Topics to be Included</b>		
PBIS strategies and implementation		
<b>Evidence of Learning</b>		
Teachers will implement PBIS strategies leading to positive behavior outcomes and less office referrals.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
PBIS core team	2025-09-30	2026-05-15

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Math intervention strategies/data analysis

<b>Action Step</b>	
<ul style="list-style-type: none"> <li>Implement Tier 2 small-group math interventions during designated math intervention time for students identified as below grade level.</li> <li>Analyze classroom and intervention data to regroup students and adjust instructional strategies.</li> </ul>	
<b>Audience</b>	
Classroom teachers	
<b>Topics to be Included</b>	
Data analysis through IXL platform, small group intervention strategies	

<b>Evidence of Learning</b>		
Teachers will successfully group students according to data and use small group instruction to drive individualized learning.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal, assistant principal	2025-09-30	2026-05-15

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	2 times a year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>