Dingman-Delaware Primary Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Dingman-Delaware Primary Sch		120522003
Address 1		
1375 Route 739		
Address 2		
City	**State**	**Zip Code**
Dingmans Ferry	PA	18328
Chief School Administrator		**Chief School Administrator Email**
Dr Brian Blaum		BBlaum@dvsd.org
Principal Name		
Kimberly Butaitis		
Principal Email		
kbutaitis@dvsd.org		
Principal Phone Number		**Principal Extension**
570-296-3131		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lacey Marzan	Parent	Parent	lacey_marzan86@icloud.com
Kayla Hunt	Student	DDPS	huntkay@dvsd.org
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Kim Butaitis	Principal	DDPS	kbutaitis@dvsd.org

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.

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Regular Attendance	All student group regular attendance went from 60% last year to 73% this year.

Challenges

Indicator	Comments/Notable Observations
Regular Student Attendance	All Student Group did not meet the statewide regular attendance goal.

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

Strengths

Indicator Regular Student Attendance **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Every subgroup went up in percent of students with regular attendance.
Indicator	**Comments/Notable Observations**

ESSA Student Subgroups	
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator Regular Student Attendance **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically Disadvantaged has the lowest percentage of students with regular attendance at 68%.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

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.

Regular Attendance All student group regular attendance went from 60% last year to 73% this year.
Regular Student Attendance Every subgroup went up in percent of students with regular attendance.

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.

All student group did not meet statewide regular attendance goal.
Regular Student Attendance Economically Disadvantaged has the lowest percentage of students with regular attendance at 68%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
K DIBELS composite score	Kindergarten DIBELS composite score 23/24 school year; 36% well below benchmark in the beginning of the year, 8% well below benchmark in the middle of the year and 3% well below benchmark at the end of the year.
1 DIBELS composite score	First Grade DIBELS composite score 23/24 school year; 22% well below benchmark in the beginning of the year, 15% well below benchmark in the middle of the year and 4% well below benchmark at the end of the year.
2 DIBLES composite score	Second Grade DIBELS composite score 23/24 school year; 20% well below benchmark in the beginning of the year, 13% well below benchmark in the middle of the year and 11% well below benchmark at the end of the year.

English Language Arts Summary

Strengths

Significant reduction in students on DIBELS "Well Below Benchmark", there was a notable decline in the percentage of students scoring "Well Below Benchmark" from the beginning to the end of the year.
By the middle of the year, all grades showed substantial progress on DIBLES, with a significant drop in students at risk.

Challenges

Second grade progress was slower at year-end on DIBELS, while K and 1st grade achieved remarkable reductions by the end of the year, second grade showed a smaller improvement. This indicates that older students may require more targeted or intensive support as literacy demands increase.
Initial high risk levels, at the start of the year, a significant portion of student in all grades on DIBELS were "Well Below Benchmark". This highlights a need for stronger foundational literacy skills before entering each grade level.

Mathematics

Data	Comments/Notable Observations
STAR Math 1st grade Winter	79% of students are at/above minimum proficiency. 5% require urgent intervention.
STAR Math 2nd grade Winter	65% of students are at/above minimum proficiency and 10% of students require urgent intervention.
Kindergarten IXL universal screener Winter	A majority of K students performed on/above grade level, suggesting a relatively strong foundation in early math concepts. The current curriculum is likely effective.

Mathematics Summary

Strengths

The majority of Kindergarten and first grade students are performing at or above grade level indicates effective early math instruction.
There is actionable data present in second grade to support interventions.

Challenges

The percentages of students needing urgent interventions went from 5% in first grade to 10% in second grade. Some students are falling behind as they progress through grade levels, indicating a need for an early intervention system in math.
Notable drop from 79% to 65% of student achieving at or above minimum proficiency. Maintaining student achievement levels across grades is a challenge.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Students have access to a science lab to complete STEAM kits and science experiments that accompany the science curriculum.	All students have an opportunity to utilize equipment and materials aligned with PA STEELS standards in the DDPS science lab.
Families participate in STEAM night.	Families have the opportunity to delve deeply into the sciences along with their children at after school family engagement events.
Student Grades	All students received A or B grade in science for Quarter 2

Science, Technology, and Engineering Education Summary

Strengths

Students have many opportunities to participate in STEAM activities through both the curriculum and family engagement activities.
Students have access to a fully equipped science lab at regularly scheduled intervals.

Challenges

Students may not have access to after school STEAM events due to lack of transportation or family work schedules.
Teachers need to continue professional learning activities so they can fully implement phenomena based learning in their classrooms and appropriately use the materials in the science labs.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Participation in guidance classes at the K-2 level. These classes include: discussion, story books, videos and games focusing on career education. This is written into our K-2 guidance curricula.	All students have multiple opportunities to participate in career readiness activities through the implementation of DVSD's guidance curriculum.
Participation in "Safety Day". Local agencies were invited to come in and talk to the students about their roles in the community, the agencies included; police, fire, EMT, and a special guest appearance by Smokey the Bear. This taught the students about community helpers and their important careers.	If students were absent from school on this day, they could not attend the Safety Day.

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 K-2 guidance curricula covers the topic of career readiness in each grade.
Students have multiple opportunities annually to learn about careers at DDPS.

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.

Safety Day tied to career readiness is only offered once, students who are absent do not have a chance to participate.
At least one out of five students are lacking foundational math skills which could negatively impact the ability to choose a career path students may be passionate about.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Not enough students in group	Not enough students in group

Students with Disabilities

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

Data	Comments/Notable Observations
DIBELS composite score 1st grade	Significantly lower performance compared to general first grade population. 68% are not meeting benchmark expectations compared to 35% of all first grade students.
DIBELS composite score 1st grade	21% of special educations students are at benchmark, much lower than the general population at 37%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
DIBELS composite score 1st grade	Lower performance than the general first grade population with 45% not meeting benchmark expectations compared to 35% of the general population.

DIBELS composite score 1st grade	17% of economically disadvantaged students are above benchmark compared to 28% of the general population.

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 in this category went down in both ELA and Mathematics performance on third grade PSSAs.

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.

38% of economically disadvantaged students are "At Benchmark" which is higher than any other performance level in this subgroup. This is only slightly lower than the 37% of general population.
11% of special education students score above benchmark in first grade.

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.

Special education students suffer a significant gap in performance compared to their non-special education peers.
Economically disadvantaged students are over-represented in the "Well Below Benchmark" and "Below Benchmark" categories compared to the overall student population.
Students with two or more races was the only race/ethnicity group that went down on both ELA and Math on 24 Spring PSSA.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
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	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

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	Operational

Summary

Strengths

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

Foster a culture of high expectations for success for all students, educators, families, and community members
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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?

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

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
Regular Attendance All student group regular attendance went from 60% last year to 73% this year.	True
Regular Student Attendance Every subgroup went up in percent of students with regular attendance.	False
Significant reduction in students on DIBELS "Well Below Benchmark", there was a notable decline in the percentage of students scoring "Well Below Benchmark" from the beginning to the end of the year.	True
By the middle of the year, all grades showed substantial progress on DIBLES, with a significant drop in students at risk.	False
The majority of Kindergarten and first grade students are performing at or above grade level indicates effective early math instruction.	False
There is actionable data present in second grade to support interventions.	True
The K-2 guidance curricula covers the topic of career readiness in each grade.	False
Students have multiple opportunities annually to learn about careers at DDPS.	True
Students have many opportunities to participate in STEAM activities through both the curriculum and family engagement activities.	False
Students have access to a fully equipped science lab at regularly scheduled intervals.	True
38% of economically disadvantaged students are "At Benchmark" which is higher than any other performance level in this subgroup. This is only slightly lower than the 37% of general population.	False
11% of special education students score above benchmark in first grade.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration

	in Plan
All student group did not meet statewide regular attendance goal.	False
Regular Student Attendance Economically Disadvantaged has the lowest percentage of students with regular attendance at 68%.	False
Second grade progress was slower at year-end on DIBELS, while K and 1st grade achieved remarkable reductions by the end of the year, second grade showed a smaller improvement. This indicates that older students may require more targeted or intensive support as literacy demands increase.	True
Initial high risk levels, at the start of the year, a significant portion of student in all grades on DIBELS were "Well Below Benchmark". This highlights a need for stronger foundational literacy skills before entering each grade level.	False
The percentages of students needing urgent interventions went from 5% in first grade to 10% in second grade. Some students are falling behind as they progress through grade levels, indicating a need for an early intervention system in math.	True
Notable drop from 79% to 65% of student achieving at or above minimum proficiency. Maintaining student achievement levels across grades is a challenge.	True
Safety Day tied to career readiness is only offered once, students who are absent do not have a chance to participate.	True
At least one out of five students are lacking foundational math skills which could negatively impact the ability to choose a career path students may be passionate about.	False
Students may not have access to after school STEAM events due to lack of transportation or family work schedules.	True
Teachers need to continue professional learning activities so they can fully implement phenomena based learning in their classrooms and appropriately use the materials in the science labs.	False
Special education students suffer a significant gap in performance compared to their non-special education peers.	True
Economically disadvantaged students are over-represented in the "Well Below Benchmark" and "Below Benchmark" categories compared to the overall student population.	True
Students with two or more races was the only race/ethnicity group that went down on both ELA and Math on 24 Spring PSSA.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Second grade progress was slower at year-end on DIBELS, while K and 1st grade achieved remarkable reductions by the end of the year, second grade showed a smaller improvement. This indicates that older students may require more targeted or intensive support as literacy demands increase.	There may be less focus on foundational skills in second grade and second grade reading material is becoming more complex requiring higher-level comprehension and fluency skills.	True
The percentages of students needing urgent interventions went from 5% in first grade to 10% in second grade. Some students are falling behind as they progress through grade levels, indicating a need for an early intervention system in math.	Math concepts in second grade become increasingly abstract requiring a deeper understanding of foundational skills. Students who do not fully master early numeracy skills in K and first grades may experience compounding difficulties as they progress in grades.	True
Notable drop from 79% to 65% of student achieving at or above minimum proficiency. Maintaining student achievement levels across grades is a challenge.		False
Safety Day tied to career readiness is only offered once, students who are absent do not have a chance to participate.		False
Students may not have access to after school STEAM events due to lack of transportation or family work schedules.	Many students in this low-income school do not have after school transportation.	True
Special education students suffer a significant gap in performance compared to their non-special education peers.		False
Economically disadvantaged students are over-represented in the "Well Below Benchmark" and "Below Benchmark" categories compared to the overall student population.		False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	There is not a current plan or expectation for asking community organizations to partner with the school to help meet student need.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points

Regular Attendance All student group regular attendance went from 60% last year to 73% this year.	Regular attendance will support more consistent targeted instruction in reading and math and provide students opportunities to participate in STEAM and community outreach programs.
Significant reduction in students on DIBELS "Well Below Benchmark", there was a notable decline in the percentage of students scoring "Well Below Benchmark" from the beginning to the end of the year.	The reduction in students well below benchmark frees educators to provide more time and intensive instruction to students still needing it. Analyze instructional strategies that are working to implement them more broadly.
There is actionable data present in second grade to support interventions.	This data can be used to inform instruction and move students out of the intervention categories on benchmark assessments.
Students have multiple opportunities annually to learn about careers at DDPS.	DDPS can connect career exploration to reading and math skills. STEAM focused projects that simulate real world career tasks can be implemented. This will improved problem solving skills.
Students have access to a fully equipped science lab at regularly scheduled intervals.	Data analysis can be incorporated into lab activities strengthening math skills. Scientific literature can be incorporated into lab sessions, improving reading comprehension of technical texts.
Foster a culture of high expectations for success for all students, educators, families, and community members	These high expectations can be used to establish ambitious goals. Professional development can be leverages to provide ongoing support for implementing high expectation teaching strategies.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Lean on this culture of shared responsibility and continuous improvement as we implement SMART goals related to this plan.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Reading specialists will ensure students have a strong foundation in K and I using DIBELS analysis and best practice to support early readers. Reading specialists will use alternative assessments to further diagnose comprehension challenges in second grade and use best practice strategies to support these students.
	Implement an early intervention system in math to reduce the percentage of students requiring urgent intervention. Provide targeted support, enhance instructional practices and utilize data-driven decision making to support this system.
	To increase equitable access to STEAM events for all students, provide students more opportunities during the school day to engage in STEAM activities and events.
	Expand partnerships with local agencies to address the needs of the school community, leveraging their expertise and

	resources to enhance academic support, and create enrichment opportunities for students that will improve achievement across grade levels.

Goal Setting

Priority: Expand partnerships with local agencies to address the needs of the school community, leveraging their expertise and resources to enhance academic support, and create enrichment opportunities for students that will improve achievement across grade levels.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
Within the school year, Dingman-Delaware Primary School will plan and implement two events promoting connection to community organizations. The following organizations will be considered, PEEC, State Troopers and 4H.			
Measurable Goal Nickname (35 Character Max)			
Community Days			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Plan first event including timeline, choosing organizations to be involved, theme and fliers.	Host a community event at the school.	Plan first event including timeline, choosing organizations to be involved, theme and fliers.	Host a community event at the school.

Priority: Reading specialists will ensure students have a strong foundation in K and I using DIBELS analysis and best practice to support early readers. Reading specialists will use alternative assessments to further diagnose comprehension challenges in second grade and use best practice strategies to support these students.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Reading specialists will educate classroom teachers and instructional assistants on instructional strategies that support foundational literacy skills. Teachers and instructional assistants will sign up for one thirty-minute block per quarter to meet with the reading specialists. Reading specialists will model or observe a lesson or conduct breakout sessions using these instructional strategies at least once per quarter as well.			
Measurable Goal Nickname (35 Character Max)			
Reading Support			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All teachers and instructional assistants will attend one thirty minute session with a reading	All teachers and instructional assistants will attend one thirty minute session with a reading	All teachers and instructional assistants will attend one thirty minute session with a reading	All teachers and instructional assistants will attend one thirty minute session with a reading

specialist focusing on data driven need. Each classroom will receive at least one model lesson or break out session based on data driven need.	specialist focusing on data driven need (total 2 sessions). Each classroom will receive at least one model lesson or break out session based on data driven need (total 2 sessions).	specialist focusing on data driven need (total 3 sessions). Each classroom will receive at least one model lesson or break out session based on data driven need (total 3 sessions).	specialist focusing on data driven need (total 3 sessions). Each classroom will receive at least one model lesson or break out session based on data driven need (total 3 sessions).

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By May 30, 2026, reading specialists will provide Tier III reading interventions to 100% of identified students based on Fall benchmarking data, with at least 80% of those students demonstrating measurable growth, as defined by progress monitoring tools, toward grade-level reading benchmarks.			
Measurable Goal Nickname (35 Character Max)			
Small Group Reading Support			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of the first quarter, 20% of Tier III reading students will demonstrate measurable growth on progress monitoring.	By the end of the first quarter, 40% of Tier III reading students will demonstrate measurable growth on progress monitoring.	By the end of the first quarter, 60% of Tier III reading students will demonstrate measurable growth on progress monitoring.	By the end of the first quarter, 80% of Tier III reading students will demonstrate measurable growth on progress monitoring.

Priority: Implement an early intervention system in math to reduce the percentage of students requiring urgent intervention. Provide targeted support, enhance instructional practices and utilize data-driven decision making to support this system.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, implement a comprehensive early intervention system in math that will reduce the percentage of students requiring urgent intervention to 5% in each grade. Implement small group interventions for at risk students at least 50 minutes per week. Conduct monthly data meetings where grade level teams analyze student performance data and adjust intervention plans accordingly.			
Measurable Goal Nickname (35 Character Max)			
Math Interventions			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Reduce the number of students	Reduce the number of students	Reduce the number of students	Reduce the number of students

needing urgent intervention in math to 20%.	needing urgent intervention in math to 15%.	needing urgent intervention in math to 10%.	needing urgent intervention in math to 5%.

Priority: To increase equitable access to STEAM events for all students, provide students more opportunities during the school day to engage in STEAM activities and events.

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, Dingman-Delaware Primary School will increase access to STEAM events and activities for all students. 80% of students will participate in at least one STEAM event, including Hour of Code, STEAM family nights or STEAM clubs.			
Measurable Goal Nickname (35 Character Max)			
STEAM Events			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Increase participation in STEAM events from last year to this year by 20%	Increase participation in STEAM events from last year to the end of the second marking period by 40%	Increase participation in STEAM events from last year to the end of the third marking period by 60%	Increase participation in STEAM events from last year to the end of this school year by 80%.

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, Dingman-Delaware Primary School will increase access to STEAM events and activities for all students. 100% of K-2 classrooms will participate in phenomena-based science lessons utilizing the science lab as appropriate for 90 minutes per week.			
Measurable Goal Nickname (35 Character Max)			
STEAM instruction			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Increase the amount of phenomena based science lessons to 25% using evidence from lesson planning.	Increase the amount of phenomena based science lessons to 50% using evidence from lesson planning.	Increase the amount of phenomena based science lessons to 75% using evidence from lesson planning.	Increase the amount of phenomena based science lessons to 100% using evidence from lesson planning.

Action Plan

Measurable Goals

Community Days	Reading Support
Small Group Reading Support	Math Interventions
STEAM Events	STEAM instruction

Action Plan For: Relationship building with local agencies

Measurable Goals:

Action Step		**Anticipated Start/Completion Date**	
The planning process will begin in September through November 2025, with the formation of a planning committee to plan community outreach events.		2025-09-30	2026-05-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, grade level teachers, PTA, guidance counselor, SPO	Technology for communication with community organizers, PSHub, Schoology, PA State Troopers, 4H Penn State Extension	No	
Action Step		**Anticipated Start/Completion Date**	
All students will actively participate in school-day events that foster meaningful connections with our community.		2025-09-30	2026-05-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, Grade level leaders, PTA	Technology, certificates for participation, PCPL, PT/Reptiles, Pike County Conservation Center	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All students will engage actively in school-day events that strengthen connections to the community, enhancing their sense of involvement.	Principal, Assistant Principal, Planning Committee, Student engagement in school day events will be monitored through participation records and teacher observations. These will help evaluate the effectiveness of the events in fostering community connections and student involvement. Success will be measured by student participation and positive feedback from students and families.

Action Plan For: Data driven instruction

Measurable Goals:
• Reading specialists will educate classroom teachers and instructional assistants on instructional strategies that support foundational literacy skills. Teachers and instructional assistants will sign up for one thirty-minute block per quarter to meet with the reading specialists. Reading specialists will model or observe a lesson or conduct breakout sessions using these instructional strategies at least once per quarter as well. • By May 30, 2026, reading specialists will provide Tier III reading interventions to 100% of identified students based on Fall benchmarking data, with at least 80% of those students demonstrating measurable growth, as defined by progress monitoring tools, toward grade-level reading benchmarks.

Action Step		**Anticipated Start/Completion Date**	
Conduct monthly data meetings where reading specialists, classroom teachers, and instructional assistants review benchmark data by subtest to identify instructional strategies to support foundational reading skills, will 100% teacher participation.		2025-09-30	2026-05-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading specialists, Literacy coach	Data reports, Google Forms, Common planning time (1 hour weekly) for classroom teachers and specialists	Yes	
Action Step		**Anticipated Start/Completion Date**	
Align curriculum with identified gaps as evidenced by a completed curriculum map that addresses the deficit areas.		2025-09-30	2026-05-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading specialists, literacy coach, curriculum writers	Assessment reports, ELA curriculum, DV Structured Literacy curriculum	Yes	
Action Step		**Anticipated Start/Completion Date**	
Dedicate time during PLCs to unpack standards and discuss data-driven instructional strategies with reading specialists modeling effective instruction in at least one classroom per grade level each month.		2025-09-30	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Reading specialists, literacy coach	Wonders curriculum, benchmark data	Yes	
Action Step		**Anticipated Start/Completion Date**	
Monitor student progress bi-weekly using local assessments for all student preforming below benchmark, ensuring at least 90% completion across identified students.		2025-09-30	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading specialists, literacy coach	Assessment data, Chromebook, Google sheets for additional record-keeping	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students will improve their level of proficiency as shown through local benchmarking assessments given three times a year. Instructional adjustments based on progress monitoring. Implementation fidelity of selected strategies. Teacher and assistant feedback on meeting effectiveness.	Reading specialists, literacy coach, local benchmarking and progress monitoring assessments to be given 3xs per year and bi-weekly.

Action Plan For: Early intervention system

Measurable Goals:
• By the end of the school year, implement a comprehensive early intervention system in math that will reduce the percentage of students requiring urgent intervention to 5% in each grade. Implement small group interventions for at risk students at least 50 minutes per week. Conduct monthly data meetings where grade level teams analyze student performance data and adjust intervention plans accordingly.

Action Step		**Anticipated Start/Completion Date**	
Targeted small-group interventions will start in September and continue through May, focusing on foundational skills such as number sense, fact fluency, and problem solving.		2025-09-30	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, assistant principal, classroom teachers	IXL, XTRA Math, Waggle, Go Math	Yes	
Action Step		**Anticipated**	

		Start/Completion Date	
Implementing a grade flexible grouping system for math instruction, with groups reassessed and adjusted monthly based on student performance data.		2025-09-30	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, assistant principal, classroom teachers	Intervention materials, assessment data, Google Sheets for record keeping and progress monitoring	No	
Action Step		**Anticipated Start/Completion Date**	
Create and implement targeted, explicit instructional plans for the top three math deficit areas identified through data analysis, with weekly progress monitoring for students receiving urgent intervention.		2025-09-30	2026-05-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, assistant principal, classroom teachers	Assessment data, common planning time, PLC meetings, Linkit!	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A fully implemented early intervention system that identifies at-risk students, delivers targeted math instruction, and provides consistent progress monitoring, resulting in a measurable reduction in the percentage of student requiring urgent intervention in mathematics.	Principal, assistant principal, classroom teachers Beginning, middle and end of year IXL diagnostic/screeners to track shifts in student performance tiers (urgent, strategic, on-level). Weekly or bi-weekly scores from curriculum based measures or platform-generated probes for students receiving urgent intervention.

Action Plan For: Equitable access to STEAM events

Measurable Goals:

- By the end of the school year, Dingman-Delaware Primary School will increase access to STEAM events and activities for all students. 100% of K-2 classrooms will participate in phenomena-based science lessons utilizing the science lab as appropriate for 90 minutes per week.
- By the end of the school year, Dingman-Delaware Primary School will increase access to STEAM events and activities for all students. 80% of students will participate in at least one STEAM event, including Hour of Code, STEAM family nights or STEAM clubs.

Action Step	Anticipated

		Start/Completion Date	
The school will expand the traditional Hour of Code into a Month of Code initiative. During this month-long event, all student swill participate in structured coding activities integrated into classroom instruction, library time, or lab sessions.		2025-09-30	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, assistant principal, lead teacher, classroom teachers	Hour of Code materials, scheduling	No	
Action Step		**Anticipated Start/Completion Date**	
Host a school-wide STEAM Night during the 2025-2026 school year to engage students and families in interactive, hands-on activities that promote interest ins science, technology, engineering, arts and mathematics.		2025-09-30	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, assistant principal, lead teachers	STEAM materials, scheduling	No	
Action Step		**Anticipated Start/Completion Date**	
Based on the curriculum, students will engage in lessons that require students to observe, ask questions, and develop hypotheses through interactive experiments and investigations. The science lab will be fully utilized to provide opportunities for students to conduct experiments, make observations, and analyze data in a collaborative environment.		2025-09-30	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, assistant principal, classroom teachers	Curriculum, science lab scheduling, Google Sheets for record keeping	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student engagement and enthusiasm for STEAM learning, contributing to a broader understanding of these subjects across grade levels.	Principal, assistant principal, classroom teachers The broader understanding of STEAM concepts will be evaluated through informal assessments, student reflections, and anecdotal observations form teachers.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Data driven instruction	Reading specialist salary and benefits	252000
Total Expenditures			252000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data driven instruction	Conduct monthly data meetings where reading specialists, classroom teachers, and instructional assistants review benchmark data by subtest to identify instructional strategies to support foundational reading skills, will 100% teacher participation.
Data driven instruction	Align curriculum with identified gaps as evidenced by a completed curriculum map that addresses the deficit areas.
Data driven instruction	Dedicate time during PLCs to unpack standards and discuss data-driven instructional strategies with reading specialists modeling effective instruction in at least one classroom per grade level each month.
Early intervention system	Targeted small-group interventions will start in September and continue through May, focusing on foundational skills such as number sense, fact fluency, and problem solving.

Student Centered Coaching

Action Step		
• Conduct monthly data meetings where reading specialists, classroom teachers, and instructional assistants review benchmark data by subtest to identify instructional strategies to support foundational reading skills, will 100% teacher participation. • Dedicate time during PLCs to unpack standards and discuss data-driven instructional strategies with reading specialists modeling effective instruction in at least one classroom per grade level each month.		
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 a year
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

Math intervention strategies/data analysis

Action Step		
• Targeted small-group interventions will start in September and continue through May, focusing on foundational skills such as number sense, fact fluency, and problem solving.		
Audience		
Classroom teachers		
Topics to be Included		
Data analysis through IXL platform, small group intervention strategies		
Evidence of Learning		
Teachers will successfully group students according to data and use small group instruction to drive individualized learning.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal/assistant principal	2025-09-30	2026-05-15

Learning Format

Type of Activities	**Frequency**
Inservice day	2 times per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Curriculum Revision (data driven)

Action Step
• Align curriculum with identified gaps as evidenced by a completed curriculum map that addresses the deficit areas.
Audience
Curriculum writing teams
Topics to be Included
Data analysis including local and state assessments, best practice
Evidence of Learning
Curriculum writers will successfully realign our ELA curricula K-5 to reflect current student need

Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisor of academics	2025-08-25	2026-05-15

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Varied times throughout the school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**