

Profile and Plan Essentials

School		AUN/Branch
Calypso Elementary School		000003436
Address 1		
1021 Calypso Avenue		
Address 2		
City	State	Zip Code
Bethlehem	PA	18018
Chief School Administrator		Chief School Administrator Email
Dr. Jack Silva		jsilva@basdschools.org
Principal Name		
Kathleen Bast		
Principal Email		
kbast@basdschools.org		
Principal Phone Number		Principal Extension
6106910152		
School Improvement Facilitator Name		School Improvement Facilitator Email
Nicole Bouhana		nbouhana@basdschools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kathleen Bast	Principal	Calypso Elementary School	kbast@basdschools.org
Denise McKeown	Education Specialist	Calypso Elementary School	tdiehl@basdschools.org
Michele Stine	Teacher	Calypso Elementary School	mstine@basdschools.org
Kelly Pierce	Parent	Calypso Elementary School	kpiercern@outlook.com
Jackie Dorney	Parent	Calypso Elementary School	jaclyn.dorney@gmail.com
Kimberly Harper	District Level Leaders	Bethlehem Area School District	kharper@basdschools.org
Katrina Miller	Community Member	Community member	katrinammiller@gmail.com
Holly Mongi	Community Member	Community member	hmongi@gmail.com
Nicole Bouhana	District Level Leaders	Bethlehem Area School District	nbouhana@basdschools.org
Dr. Maureen Leeson	District Level Leaders	Bethlehem Area School District	mleeson@basdschools.org
Dr. Jack P. Silva	Chief School Administrator	Bethlehem Area School District	jsilva@basdschools.org
Jessica Moser	Paraprofessional	Bethlehem Area School District	jmoser@basdschools.org

Vision for Learning

Vision for Learning

At Calypso, we instill confidence and responsibility in every student. We model taking ownership of decisions so that students learn to do the same. We teach students to set and monitor goals in academics and behavior. We do all of these things so that every student can reach his/her full potential.

Future Ready PA Index

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

True K	True 1	True 2	True 3	True 4	True 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
All student groups demonstrated growth on the ELA PSSA from 22-23 to the 23-24 school year.	It's commendable that these student groups demonstrated growth again this year.
All student groups demonstrated growth on the MATH PSSA from 22-23 to the 23-24 school year.	It's commendable that these student groups demonstrated growth again this year.
The Economically Disadvantaged group has been making gains on the Math PSSA each year since the pandemic. They increased from 25% in 20-21 to 30% in 21-22 and up to 31% in 22-23. They are now at 33% for 23-24	It's commendable that the Economically Disadvantaged groups are rebounding in math.
All student groups exceeded the state average for Career Readiness in 23-24.	We are approximately seven percentage points above the state average.
All student groups achieving proficient or advanced on the Math PSSA are at 51.3%. This is 11 points above the state average and almost back to the high of 55.2% in 2018-2019.	It's commendable that all groups have made up ground on the Math PSSA that were lost to the pandemic and the years following.
The number of students proficient or advanced on the Science PSSA for 23-24 school year are above the state averages.	We are approximately 30 percentage points above the state average in science.

Challenges

Indicator	Comments/Notable Observations
All student groups (except White students) fell below the state average in proficient/advanced category on the ELA PSSA for the 23-24 SY.	It should be noted that we are still recovering from the pandemic and this data shows that we have gains to make. (Insufficient data on the subgroups of American Indian, Asian, Hawaiian, two or more Races, English learners, and students with disabilities.)

All student groups (except White students) fell below the state average in proficient/advanced category on the Math PSSA for the 23-24 SY.	It should be noted that we are still recovering from the pandemic and this data shows that we have gains to make. (Insufficient data on the subgroups of American Indian, Asian, Hawaiian, two or more Races, English learners, and students with disabilities.)
All student groups failed to meet the state average growth score in Math for the 23-24 SY, according to PVAAS data.	It should be noted that we are still recovering from the pandemic and this data shows that we have gains to make. (Insufficient data on the subgroups of American Indian, Asian, Hawaiian, two or more Races, English learners, and students with disabilities.)
All student groups failed to meet the state average growth score in Science for the 23-24 SY, according to PVAAS data.	It should be noted that we are still recovering from the pandemic and this data shows that we have gains to make. (Insufficient data on the subgroups of American Indian, Asian, Hawaiian, two or more Races, English learners, and students with disabilities.)
While all student groups exceed the state average for attendance, all student groups failed to meet to the state performance standard for 23-24 SY.	It should be noted that we are still recovering from the pandemic and this data shows that we have gains to make. (Insufficient data on the subgroups of American Indian, Asian, Hawaiian, two or more Races, and English learners)

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

Strengths

Indicator All groups of sufficient sample size are making progress toward proficient/advanced on the math PSSA. ESSA Student Subgroups Combined Ethnicity, Hispanic, White, Economically Disadvantaged	Comments/Notable Observations We are starting to see small increases in our Math PSSA scores. The switch to the Reveal math series seems to be paying dividends. our work to have all students reading by grade three.
Indicator While below state averages, our combined ethnicity group showed improvement on the MATH PSSA from the 22-23 to the 23-24 SY. ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations The switch to the Reveal math series seems to be paying dividends.
Indicator Our economically disadvantaged and combined ethnicity groups are holding steady in recovering from the pandemic, with 73% of them demonstrating the growth standard on the 23-24 PSSA. ESSA Student Subgroups Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations It's commendable that our efforts to recover from the pandemic are paying off.
Indicator	Comments/Notable Observations

All groups of sufficient sample size are making progress toward proficient/advanced on the ELA PSSA. ESSA Student Subgroups Combined Ethnicity, Hispanic, White, Economically Disadvantaged	Our focus on reading by grade 3, using Science of Reading as the basis, is starting to pay off.
Indicator When all of our student subgroups are taken together, our average on the MATH PSSA for the 23-24 SY is 22.4% advanced, greater than the state average of 15%. ESSA Student Subgroups Combined Ethnicity, Hispanic, White, Economically Disadvantaged	Comments/Notable Observations The switch to the Reveal math series seems to be paying dividends.

Challenges

Indicator Students in the Hispanic, Economically Disadvantaged, and Combined Ethnicity subgroups did not meet the state average of 15% for testing Advanced on the 23-24 PA State assessments in Math. ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged	Comments/Notable Observations It should be noted that we are still recovering from the pandemic and this data shows that we have gains to make. (Insufficient data on the subgroups of African American, American Indian, Asian, Hawaiian, two or more Races, English learners, and students with disabilities.)
Indicator When all of our student subgroups are taken together, our average on the ELA PSSA for the 23-24 SY is 7.8% advanced, less than the state average of 12.4% ESSA Student Subgroups Combined Ethnicity, Hispanic, White, Economically Disadvantaged	Comments/Notable Observations It should be noted that we are still recovering from the pandemic and this data shows that we have gains to make. (Insufficient data on the subgroups of African American, American Indian, Asian, Hawaiian, two or more Races, English learners, and students with disabilities.)
Indicator African American, Hispanic, Economically Disadvantaged, Combined Ethnicity, and Students with Disabilities didn't meet attendance benchmarks. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Insufficient data on the subgroups of American Indian, Asian, Hawaiian, two or more Races, and English learners.

Indicator Our economically disadvantaged and combined ethnicity groups didn't meet the state average for growth on the ELA PSSA in 23-24. ESSA Student Subgroups Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations It should be noted that we are still recovering from the pandemic and this data shows that we have gains to make. (Insufficient data on the subgroups of African American, American Indian, Asian, Hawaiian, two or more Races, English learners, and students with disabilities.)
Indicator Our economically disadvantaged and combined ethnicity groups didn't meet the state average for growth on the MATH PSSA in 23-24. ESSA Student Subgroups Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations It should be noted that we are still recovering from the pandemic and this data shows that we have gains to make. (Insufficient data on the subgroups of African American, American Indian, Asian, Hawaiian, two or more Races, English learners, and students with disabilities.)

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.

All groups of sufficient sample size are making progress toward proficient/advanced on the math PSSA.
All student groups achieving proficient or advanced on the Math PSSA are at 51.3%. This is 11 points above the state average and almost back to the high of 55.2% in 2018-2019.
While below state averages, our combined ethnicity group showed improvement on the MATH PSSA from the 22-23 to the 23-24 SY.
in six of the past nine years and for the last three years in a row, 90% or more of our kindergarten students have finished the year reading at or above grade level, as measured by ALO.
Each of the three focus areas on the Leader in Me showed growth on Measurable Results Assessment for the 23-24 SY.

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 groups (except White students) fell below the state average in proficient/advanced category on the ELA PSSA for the 23-24 SY.
All student groups failed to meet the state average growth score in Science for the 23-24 SY, according to PVAAS data.
Our economically disadvantaged and combined ethnicity groups didn't meet the state average for growth on the ELA PSSA in 23-24.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
As per the Acadience assessment, 96% of our kindergarten students were at or above grade level by June 2024.	We continue to hold all kindergarten students to the usual standard of all kindergarteners being at or above grade level expectations.
As per the Acadience assessment, 83% of our first graders are accurate and fluent readers as they move onto 2nd grade.	These are much better results than the 23-24 SY during which 35% of our first graders weren't accurate and fluent readers moving into 2nd grade.
As per the Acadience assessment, 87% of our second graders are reading have no need for support as they head into third grade. This is an increase over 75% of them reading on grade level as first graders at the end of the 23-24 school year.	The use of structured literacy methodologies are paying dividends.
Students leaving kindergarten at the end of the 24-25 SY had the highest whole words average of 18.9 in the whole district.	The use of structured literacy methodologies are paying dividends.

English Language Arts Summary

Strengths

Our knowledge and implementation of structured literacy is showing in the gains in kindergarten and second grade
--

Challenges

We do a great job getting all kindergarteners and second graders reading at grading level. If we could achieve the same success in first grade, I'd be highly confident that we would have 90% of third graders reading on grade level. This is how our district measures reading success, so it's important that our school continue to work to meet this goal.
--

Mathematics

Data	Comments/Notable Observations
As per our IXL data, students in every grade level made the recommended 100 points of growth in the 24-25 SY.	This is notable, as the 22-23 SY was the first year we began using IXL. All this growth has occurred in just two years.

Mathematics Summary

Strengths

All grade level staff are ensuring that their students are using IXL for the expected 15 minutes daily and working on a minimum of two skills a week.

Challenges

While we are experiencing success in math, we always have room to grow.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Our fourth graders' scores on the Science PSSA during the 23-24 SY exceed state averages in the percentage of students scoring proficient/advanced, growth measures, and percentage of students scoring advanced.	This is a trend we continue to see.

Science, Technology, and Engineering Education Summary

Strengths

Our district has a STEM coordinator for the first time in awhile. That centralized oversight is helping staff stay focused on the goal of having all students achieve in STEM.

Challenges

The district needs a strong Science curriculum. Something we don't have in place.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Our economically disadvantaged and Hispanic groups both saw large gains in their Career Readiness scores for the 23-24 SY.	The tracking method developed by the principal made a difference in ensuring students met this goal.
All of our student groups are making progress (as evidenced by the green/blue) and have averages above the state average of 91.4	The tracking method developed by the principal made a difference in ensuring students met this goal.

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.

We engage our students in multiple career readiness opportunities.
--

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.

We will continue to use the tracking method developed by the principal, as well as engage students in goal setting.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Attendance rates have improved dramatically from the 22-23 SY to the 23-24 SY. This is due to the school counselor putting so much effort into making sure children get to school.
--

Using PVAAS data, all of our fifth graders are making growth on the ELA PSSA
--

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.

We need to ensure that all primary grade levels are using our structured literacy approach with fidelity.
Using PVAAS data, all of our fourth and fifth graders are not making growth on the Math PSSA.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Operational

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?

Having curricula aligned to state standards is helping us achieve.
Our SAP system helps identify children in need of additional support, both academically and socially/emotionally
Leverage the power of our scheduled grade level meetings to ensure instruction is coordinated, aligned, and evidence-based.

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?

Provide frequent, timely, and systematic feedback and support on instructional practices
We can further leverage our professional development to support the needs of teachers by engaging in 'unconferences' during our faculty meetings, where several staff members informally present to their peers on a topic in which they excel.
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
While below state averages, our combined ethnicity group showed improvement on the MATH PSSA from the 22-23 to the 23-24 SY.	False
All groups of sufficient sample size are making progress toward proficient/advanced on the math PSSA.	True
All student groups achieving proficient or advanced on the Math PSSA are at 51.3%. This is 11 points above the state average and almost back to the high of 55.2% in 2018-2019.	True
Our knowledge and implementation of structured literacy is showing in the gains in kindergarten and second grade	False
in six of the past nine years and for the last three years in a row, 90% or more of our kindergarten students have finished the year reading at or above grade level, as measured by ALO.	False
Attendance rates have improved dramatically from the 22-23 SY to the 23-24 SY. This is due to the school counselor putting so much effort into making sure children get to school.	False
Leverage the power of our scheduled grade level meetings to ensure instruction is coordinated, aligned, and evidence-based.	True
All grade level staff are ensuring that their students are using IXL for the expected 15 minutes daily and working on a minimum of two skills a week.	True
We engage our students in multiple career readiness opportunities.	False
Having curricula aligned to state standards is helping us achieve.	True
Our SAP system helps identify children in need of additional support, both academically and socially/emotionally	True
Our district has a STEM coordinator for the first time in awhile. That centralized oversight is helping staff stay focused on the goal of having all students achieve in STEM.	False
Each of the three focus areas on the Leader in Me showed growth on Measurable Results Assessment for the 23-24 SY.	False
All student groups demonstrated growth on the ELA PSSA from 22-23 to the 23-24 school year.	True
All student groups demonstrated growth on the MATH PSSA from 22-23 to the 23-24 school year.	True
Using PVAAS data, all of our fifth graders are making growth on the ELA PSSA	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
All student groups (except White students) fell below the state average in proficient/advanced category on the ELA PSSA for the 23-24 SY.	True
All student groups failed to meet the state average growth score in Science for the 23-24 SY, according to PVAAS data.	False
Our economically disadvantaged and combined ethnicity groups didn't meet the state average for growth on the ELA PSSA in 23-24.	True
While we are experiencing success in math, we always have room to grow.	False
We will continue to use the tracking method developed by the principal, as well as engage students in goal setting.	False
We need to ensure that all primary grade levels are using our structured literacy approach with fidelity.	False
The district needs a strong Science curriculum. Something we don't have in place.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
We do a great job getting all kindergarteners and second graders reading at grading level. If we could achieve the same success in first grade, I'd be highly confident that we would have 90% of third graders reading on grade level. This is how our district measures reading success, so it's important that our school continue to work to meet this goal.	True
Using PVAAS data, all of our fourth and fifth graders are not making growth on the Math PSSA.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
We can further leverage our professional development to support the needs of teachers by engaging in "unconferences" during our faculty meetings, where several staff members informally present to their peers on a topic in which they excel.	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.

We determined that while our math scores are on the right trajectory, we are either stagnant or losing ground with ELA. We believe that by refocusing on our structured literacy implementation, we can recoup the lost ground, as we have evidence of past success.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student groups (except White students) fell below the state average in proficient/advanced category on the ELA PSSA for the 23-24 SY.	We believe that families haven't recovered the sense of urgency to send their children that they had prior to the pandemic.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	We believe that the school leadership needs to increase the feedback she provides to teacher on their methodologies.	True
We do a great job getting all kindergarteners and second graders reading at grading level. If we could achieve the same success in first grade, I'd be highly confident that we would have 90% of third graders reading on grade level. This is how our district measures reading success, so it's important that our school continue to work to meet this goal.	We believe that teachers are facing behavior and attendance challenges that are impacting their ability to focus solely on instruction. We also believe that the school leadership needs to ensure that all teachers are using structured literacy methodologies.	True
Our economically disadvantaged and combined ethnicity groups didn't meet the state average for growth on the ELA PSSA in 23-24.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
All groups of sufficient sample size are making progress toward proficient/advanced on the math PSSA.	
All student groups achieving proficient or advanced on the Math PSSA are at 51.3%. This is 11 points above the state average and almost back to the high of 55.2% in 2018-2019.	In addition to making sure students are in the program for 15 minutes, we will have teachers focus on ensuring students are averaging two new skills a week. Teachers will continue to use the Reveal math curriculum with fidelity.
All grade level staff are ensuring that their students are using IXL for the expected 15 minutes daily and working on a minimum of two skills a week.	In addition to making sure students are in the program for 15 minutes, we will have teachers focus on ensuring students are averaging two new skills a week.
Having curricula aligned to state standards is helping us achieve.	

Our SAP system helps identify children in need of additional support, both academically and socially/emotionally	The district refines the process every year in order to support students. This year we will lean heavily on our Leader in Me MRA data when deciding which Family Engagement events to offer.
Leverage the power of our scheduled grade level meetings to ensure instruction is coordinated, aligned, and evidence-based.	We will continue to hold grade level meetings. We will switch the focus from only discussing the needs of our lowest achieving students to include time to discuss how we're stretching our highest achieving students. We will also shift our focus to disaggregating Wonders data, not just focus on Acadience data.
All student groups demonstrated growth on the ELA PSSA from 22-23 to the 23-24 school year.	
All student groups demonstrated growth on the MATH PSSA from 22-23 to the 23-24 school year.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers will receive frequent, timely, and systematic feedback on student engagement.
	Teachers will receive continue to professional development on the Science of Reading so that they may improve their delivery of the Wonders curriculum.

Goal Setting

Priority: Teachers will receive continue to professional development on the Science of Reading so that they may improve their delivery of the Wonders curriculum.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
During the 25-26 school year, teachers will engage in professional development on structured literacy in an effort to get 85% of their students to grade level, as evidenced by ALO data.			
Measurable Goal Nickname (35 Character Max)			
Structured Literacy Coaching			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
BOY data	an increase over BOY scores and gather MOY data	MOY data an increase over MOY scores	85% or more of students at grade level for EOY

Priority: Teachers will receive frequent, timely, and systematic feedback on student engagement.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
During the 25-26 school year, the principal will provide feedback to teachers on how actively engaged their students are in an effort to increase time on task by students in the classroom.			
Measurable Goal Nickname (35 Character Max)			
Student Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Feedback provided to a minimum of five teachers a week.	Feedback provided to a minimum of five teachers a week.	Feedback provided to a minimum of five teachers a week.	Feedback provided to a minimum of five teachers a week.

Action Plan

Measurable Goals

Structured Literacy Coaching	Student Engagement
------------------------------	--------------------

Action Plan For: Instructional Coaching

Measurable Goals:
- During the 25-26 school year, the principal will provide feedback to teachers on how actively engaged their students are in an effort to increase time on task by students in the classroom. - During the 25-26 school year, teachers will engage in professional development on structured literacy in an effort to get 85% of their students to grade level, as evidenced by ALO data.

Action Step		Anticipated Start/Completion Date	
Provide coaching to teachers on how to increase the amount of writing opportunities within a Wonders lesson		2025-09-08	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kathleen Bast	Coaching support	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increase in the number of students at grade level on the ORF portions of the ALO	classroom teacher, principal, BOY, MOY & EOY scores on ALO

Action Plan For: Positive Greetings at the Door

Measurable Goals:
During the 25-26 school year, the principal will provide feedback to teachers on how actively engaged their students are in an effort to increase time on task by students in the classroom.

Action Step		Anticipated Start/Completion Date	
Teachers will greet students at the door in an effort to form a relationship with each student. This will lead to more active engagement within the classroom.		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kathleen Bast - principal	None	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student engagement during classroom lessons/work time.	Kathleen Bast - monitoring lessons and providing feedback on student engagement.

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	Instructional Coaching	Instructor salary and benefits	182,139
Total Expenditures			182

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Instructional Coaching	Provide coaching to teachers on how to increase the amount of writing opportunities within a Wonders lesson

Coaching

Action Step		
Provide coaching to teachers on how to increase the amount of writing opportunities within a Wonders lesson		
Audience		
Primary grade teachers		
Topics to be Included		
writing while reading, writing and responding to grade level text, using multi-syllabic words in writing		
Evidence of Learning		
Increase in students scoring on grade level on the ORF in ALO.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kahtleen Bast - principal	2025-09-08	2026-04-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	at least one time a month
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Kathleen Bast	2025-08-01
School Improvement Facilitator Signature	Date