Profile and Plan Essentials

School		AUN/Branch
Hutchinson Elementary School		101264003
Address 1		
213 Mountain View Road		
Address 2		
City	**State**	**Zip Code**
Uniontown	Pennsylvania	15401
Chief School Administrator		**Chief School Administrator Email**
Dr. Jesse T. Wallace		Jesse.Wallace@lhsd.org
Principal Name		
Richard Hauger		
Principal Email		
Richard.Hauger@lhsd.org		
Principal Phone Number		**Principal Extension**
7244394300		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Mr. Jason Johns		Jason.Johns@lhsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jason Johns	District Level Leaders	Laurel Highlands	Jason.Johns@lhsd.org
Richard L Hauger	Building Principal	Hutchinson Elementary School	Richard.Hauger@lhsd.org
Kristi Todaro	Title I Specialist	Hutchinson Elementary School	Kristi.Todaro@lhsd.org
Brooke Morrow	Elementary School Teacher	Hutchinson Elementary School	Brooke.Morrow@lhsd.org
Ashley Shoaf	Elementary School Teacher	Hutchinson Elementary School	Ashley.Shoaf@lhsd.org
Julie Tupta	Elementary School Teacher	Hutchinson Elementary School	Julie.Tupta@lhsd.org
Casey Griffiths	Special Education Teacher	Hutchinson Elementary School	Casey.Conn@lhsd.org
Melissa Tajc	Community Representative	School Advisory Committee	Melissatajc106@gmail.com
Adele Dean	Parent	School Advisory Committee	adelelizza@gmail.com
Katie Price	Parent	School Advisory Committee	K.a.palya@verizon.net
Vikki Torrey	Parent	School Advisory Committee	vpalmquist@yahoo.com

Vision for Learning

The vision of Hutchinson Elementary School, in partnership with students, families, and community, is to provide a rigorous, meaningful, and relevant education which empowers all students to embrace learning, that prepares and motivates students for the challenges of their future educational endeavors, and for the challenges of a rapidly changing world. The goal is to instill in the students critical thinking skills, a global perspective, and respect for the schools core values of honesty, loyalty, respect, tolerance, inclusion, and compassion.

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 Group meets the Future Ready Pa. Index performance standard in English Language Growth and Attainment.	Common planning time is scheduled at least once per week, as well as monthly meetings with the principal for data review and collaboration among grade levels and departments.
All Student Group increased PSSA ELA proficiency by 10.5% over the previous year.	Teacher collaboration and data review, as well as increased Writing Portfolio requirements.
Regular Attendance is 4.1% above the statewide average and meets the performance standard.	Early intervention on attendance issues and communication between the home and school.

Challenges

Indicator	Comments/Notable Observations
All Student Group did not meet the Interim Goal/Improvement Target in ELA.	This group did show a slight increase from last year. Increased professional development scheduled for current year.
All Student Group did not meet the Interim Goal/Improvement Target in Mathematics.	This group did show a slight increase from last year. Increased professional development scheduled for current year.
Grade 4 had a 5.4% decrease in PSSA ELA proficiency.	Increased collaboration, data analysis, and professional development is scheduled for the current year.

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

Strengths

Indicator	Comments/Notable Observations
Grade 5 showed increases in all five Math Anchor Categories on PSSA exams. **ESSA Student Subgroups**	Grade 5 All Student Group increase in Measurement and Data of 18.2% on PSSA exams.
Grade 5 showed increase in PSSA Math Proficiency **ESSA Student Subgroups**	Grade 5 All Student Group showed a 16.5% increase in Proficiency on PSSA exams.

African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
Indicator Grade 5 showed an increase in PSSA ELA Proficiency **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Grade 5 All Student Group showed a 26.6% increase in Proficiency on PSSA exams.
Indicator Grade 3 showed an increase in PSSA ELA Proficiency **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Grade 3 All Student Group showed a 26.2% increase in Proficiency on PSSA exams.
Indicator Attendance **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** All Student Group also exceeded the State Performance Standard as per Future Ready Index Score.

Challenges

Indicator Grade 4 showed a decrease in PSSA Math proficiency. **ESSA Student Subgroups**	**Comments/Notable Observations** All Student Group showed a decrease of 7.1% on the PSSA exams, was below Statewide Growth Average and below meeting the Statewide Growth Standard.
Indicator Science did not meet the standard demonstrating growth. **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** All Student Group showed a decrease of 18.8% from previous year as per Future Ready Index score.
Indicator Grade 4 showed a decrease in PSSA ELA proficiency. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Grade 4 All Student Group had a 22.1 % decrease on PSSA Exams
Indicator Career Standards Benchmark **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically	**Comments/Notable Observations** All Student Group did not meet the State Performance Standard

Disadvantaged, English Learners, 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.

Grade 3 showed an increase in ELA and Math Proficiency
Grade 5 showed increase in ELA and Math Proficiency
Regular Attendance is above the statewide average and meets the performance standard.

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 the Interim Goal/Improvement Target in ELA.
All Student Group did not meet the Interim Goal/Improvement Target in Mathematics.
All Student Group did not meet the standard demonstrating growth in Mathematics.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA	Review of progress during the school year.
PSSA	Review of cohort data combined with current group data.
PVAAS	Review of cohort data combined with current group data.

English Language Arts Summary

Strengths

Grade 4 All Student Group showed a 15.7% increase in ELA Proficiency on the PSSA Exams.
Grade 4 White Group was 73.2% Proficient in ELA on the PSSA Exams.
Economically Disadvantaged Group met the standard for Pa. Academic Growth.

Challenges

Grade 3 showed a decrease of 24.4% Proficiency as per PSSA data.
Grade 5 continues to struggle with Text Dependent Analysis and Language as per PSSA data.
Grade 5 showed evidence of not meeting Pa. Academic growth standards as per PVAAS data.

Mathematics

Data	Comments/Notable Observations
PSSA	Review of cohort data combined with current group data.
PVAAS	Review of cohort data combined with current group data.
NWEA	Review of progress during the school year.

Mathematics Summary

Strengths

Grade 4 All Student Group increase in Proficiency of 21.3% as per PSSA data.
Grades 3-4 All Student Group showed overall increase in the number of students scoring at the Advanced level as per PSSA data.
Grades 3-4 continue to be Proficient in Numbers and Operations-Base Ten.

Challenges

Grade 3 and Grade 5 All Student Group showed showed a significant decrease on PSSA assessments.
Grade 5 showed significant evidence of not meeting the standard for Pa. Academic Growth.
White Group showed evidence of not meeting Pa. Academic Growth standards.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Edinsight	Review breakdown of category results.
PSSA	Review of cohort data combined with current group data.
PVAAS	Review of cohort data combined with current group data.

Science, Technology, and Engineering Education Summary

Strengths

Grade 4 increase of 27.9% proficiency level on the PSSA exams.
Regular education students achieved a 90.4% proficiency level on the PSSA exams.
High proficiency levels in the Biological and Physical Science categories.

Challenges

Improved understanding of the structure and function of organisms.
Increasing the proficiency level of Learning Support students.
Increased proficiency level in the Nature of Science and Earth and Space Science categories.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Pa. Index	All Student Group met the Performance Standard level.

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

Data	Comments/Notable Observations
School	Social Studies curriculum in revision process and textbooks are out dated.

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.

Common collaboration periods for all grade level and department staff members during the week.
Weekly classroom walkthroughs are conducted by the principal, providing feedback to the teachers.

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.

Providing students with increased Career Day opportunities.
Social Studies curriculum revision and out dated textbooks.

Equity Considerations

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

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

Data	Comments/Notable Observations
Students with Disabilities decrease in Math Proficiency over previous year.	Proficiency based on Future Ready Pa. Index results.
Students with Disabilities increased ELA Proficiency over previous year.	Proficiency based on Future Ready Pa. Index results.
Students with Disabilities increased Attendance over previous year.	Attendance rate based on PA. Read Future Index results.

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Meeting or exceeding interim targets on ELA and Science assessments.	Based on Pa. Ready Future Index scores.
Not meeting interim targets in Mathematics or Attendance.	Based on Pa. Ready Future Index scores.

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.

Students with Disabilities increased ELA Proficiency over previous year.
Students with Disabilities increased Attendance over previous year.
Economically Disadvantaged students meeting or exceeding interim targets on ELA assessments.

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 decrease in Math Proficiency over previous year.
Economically Disadvantaged students not meeting interim targets in Mathematics.

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	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	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	Operational
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Collectively shape the vision for continuous improvement of teaching and learning.

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 evidence-based strategies to engage families to support learning.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.

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
Grade 3 showed an increase in ELA and Math Proficiency	False
Grade 5 showed increase in ELA and Math Proficiency	False
Regular Attendance is above the statewide average and meets the performance standard.	False
Grade 4 All Student Group showed a 15.7% increase in ELA Proficiency on the PSSA Exams.	False
Grade 4 White Group was 73.2% Proficient in ELA on the PSSA Exams.	False
Economically Disadvantaged Group met the standard for Pa. Academic Growth.	False
Grades 3-4 continue to be Proficient in Numbers and Operations-Base Ten.	False
Common collaboration periods for all grade level and department staff members during the week.	False
High proficiency levels in the Biological and Physical Science categories.	False
Regular education students achieved a 90.4% proficiency level on the PSSA exams.	False
Grades 3-4 All Student Group showed overall increase in the number of students scoring at the Advanced level as per PSSA data.	False
Grade 4 increase of 27.9% proficiency level on the PSSA exams.	False
Students with Disabilities increased ELA Proficiency over previous year.	False
Students with Disabilities increased Attendance over previous year.	False
Economically Disadvantaged students meeting or exceeding interim targets on ELA assessments.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Grade 4 All Student Group increase in Proficiency of 21.3% as per PSSA data.	True
Weekly classroom walkthroughs are conducted by the principal, providing feedback to the teachers.	False
Collectively shape the vision for continuous improvement of teaching and learning.	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 the Interim Goal/Improvement Target in ELA.	True

All Student Group did not meet the Interim Goal/Improvement Target in Mathematics.	True
All Student Group did not meet the standard demonstrating growth in Mathematics.	True
Grade 3 and Grade 5 All Student Group showed showed a significant decrease on PSSA assessments.	False
Grade 5 showed significant evidence of not meeting the standard for Pa. Academic Growth.	False
White Group showed evidence of not meeting Pa. Academic Growth standards.	False
Grade 3 showed a decrease of 24.4% Proficiency as per PSSA data.	False
Grade 5 continues to struggle with Text Dependent Analysis and Language as per PSSA data.	False
Increasing the proficiency level of Learning Support students.	False
Increased proficiency level in the Nature of Science and Earth and Space Science categories.	False
Providing students with increased Career Day opportunities.	False
Social Studies curriculum revision and out dated textbooks.	False
Students with Disabilities decrease in Math Proficiency over previous year.	False
Economically Disadvantaged students not meeting interim targets in Mathematics.	False
Improved understanding of the structure and function of organisms.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
Implement evidence-based strategies to engage families to support learning.	False
Grade 5 showed evidence of not meeting Pa. Academic growth standards as per PVAAS data.	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.

Students are not meeting the performance standard in Mathematics.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Group did not meet the Interim Goal/Improvement Target in ELA.	Recognition of math developmental delays earlier in student's educational careers, foundational skills, data review/meetings, student encouragement, feedback, communication	True
All Student Group did not meet the Interim Goal/Improvement Target in Mathematics.	Biological Sciences, increased hands on activities, data review/meetings,	True
All Student Group did not meet the standard demonstrating growth in Mathematics.	Student abilities below grade level, enhancement strategies	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Economically Disadvantaged students meeting or exceeding interim targets on ELA assessments.	Continue to enhance a system that differentiates learning to meet the various student learning styles.
Grade 4 All Student Group increase in Proficiency of 21.3% as per PSSA data.	Continued use of resources and small group
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Principal walk-throughs to ensure district initiatives are being met with fidelity, and school wide and grade level collaborations to address specific needs and review/discuss best practices.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Increasing use of formative assessment in the classroom and providing immediate feedback.
Collectively shape the vision for continuous improvement of teaching and learning.	Value of staff input, grade level collaboration, professional development opportunities.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	A process of earlier identification of reading and writing weaknesses, solidifying foundational skills, incorporating enhancement opportunities utilizing Moby Max, a deeper dive into analysis of grade level weaknesses/needs, and promoting student interest in reading and writing will be a focus for planning to enhance and revise current practices to meet this challenge.
	A process of earlier identification of math developmental delays, solidifying foundational skills, incorporating enhancement opportunities utilizing First In Math, a deeper dive into analysis of grade level weaknesses/needs, and promoting student interest in mathematics will be a

	focus for planning to enhance and revise current practices to meet this challenge.
	A process of earlier identification of math developmental delays, solidifying foundational skills, incorporating enhancement opportunities utilizing First In Math, a deeper dive into analysis of grade level weaknesses/needs, and promoting student interest in mathematics will be a focus for planning to enhance and revise current practices to meet this challenge.

Goal Setting

Priority: A process of earlier identification of math developmental delays, solidifying foundational skills, incorporating enhancement opportunities utilizing First In Math, a deeper dive into analysis of grade level weaknesses/needs, and promoting student interest in mathematics will be a focus for planning to enhance and revise current practices to meet this challenge.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
50% of the students in grades K-2 will score a minimum of 100 points per week in solving First In Math problems			
Measurable Goal Nickname (35 Character Max)			
First In Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of the students will score a minimum of 100 points per week in solving First in Math problems during the first nine week grading period.	36% of the students will score a minimum of 100 points per week in solving First in Math problems during the second nine week grading period.	43% of the students will score a minimum of 100 points per week in solving First in Math problems during the third nine week grading period.	50% of the students will score a minimum of 100 points per week in solving First in Math problems during the fourth nine week grading period.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
45% of the students will score Advanced or Proficient on PSSA assessments.			
Measurable Goal Nickname (35 Character Max)			
Math Performance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
25% of the students will score proficient of or advanced on the NWEA benchmark assessments by the end of the first nine week period.	33% of the students will score proficient of or advanced on the NWEA benchmark assessments by the end of the second nine week period.	40% of the students will score proficient of or advanced on the NWEA benchmark assessments by the end of the third nine week period.	48% of the students will score proficient of or advanced on the NWEA benchmark assessments by the end of the fourth nine week period.

Priority: A process of earlier identification of reading and writing weaknesses, solidifying foundational skills, incorporating enhancement opportunities utilizing Moby Max, a deeper dive into analysis of grade level weaknesses/needs, and promoting student interest in reading and writing will be a focus for planning to enhance and revise current practices to meet this challenge.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)

55.0% of all students will score Advanced or Proficient on PSSA assessments.			
Measurable Goal Nickname (35 Character Max)			
ELA Performance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
40% of the students will score proficient or advanced on the NWEA assessments by the end of the first nine week period.	45% of the students will score proficient or advanced on the NWEA assessments by the end of the second nine week period.	50% of the students will score proficient or advanced on the NWEA assessments by the end of the third nine week period.	55% of the students will score proficient or advanced on the NWEA assessments by the end of the fourth nine week period.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
25% of the Grade 4 and 5 students will be Proficient or Advanced on the PSSA assessments			
Measurable Goal Nickname (35 Character Max)			
Text Dependent Analysis			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
10% of the students will perform at a proficient level on the first nine week portfolio entry.	15% of the students will perform at a proficient level on the second nine week portfolio entry.	20% of the students will perform at a proficient level on the third nine week portfolio entry.	25% of the students will perform at a proficient level on the fourth nine week portfolio entry.

Priority: A process of earlier identification of math developmental delays, solidifying foundational skills, incorporating enhancement opportunities utilizing First In Math, a deeper dive into analysis of grade level weaknesses/needs, and promoting student interest in mathematics will be a focus for planning to enhance and revise current practices to meet this challenge.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Economically Disadvantaged students will increase PSSA Math proficiency to 40%.			
Measurable Goal Nickname (35 Character Max)			
Improved Economically Disadvantaged Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
25%	30%	35%	40%

Action Plan

Measurable Goals

ELA Performance	Text Dependent Analysis
First In Math	Math Performance
Improved Economically Disadvantaged Math	

Action Plan For: Professional Development

Measurable Goals:
• 55.0% of all students will score Advanced or Proficient on PSSA assessments.

Action Step		**Anticipated Start/Completion Date**	
Teachers will participate in ELA PD		2024-08-20	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Curriculum	Heggerty Materials	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
6 Teachers will be trained	Principal

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	• Professional Development	1 Reading Specialist and 1 Schoolwide Teacher	248453
Instruction	• Professional Development	Professional Development	4129
Instruction	• Professional Development	Parent Engagement	2510.80
Instruction	• Professional Development	Supplies	7353.80
Instruction	• Professional Development	Heggerty	5250
Total Expenditures			267696.6

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development	Teachers will participate in ELA PD

Heggerty PD

Action Step
• Teachers will participate in ELA PD
Audience
K and 1 Teachers
Topics to be Included
Program implementation and best practices
Evidence of Learning
Implementation and act 48 evaluation

Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum	2024-08-30	2024-10-31

Learning Format

Type of Activities	Frequency
Workshop(s)	1 time
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
Jesse T. Wallace III	2024-08-30
Building Principal Signature	**Date**
Richard L. Hauger	2024-08-30
School Improvement Facilitator Signature	**Date**
Jason Johns	2024-08-30