

Steelton-Highspire El Sch

ATSI non-Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Steelton-Highspire School District		Elementary School
Address 1		
250 Reynders Street		
Address 2		
City	State	Zip Code
Steelton	PA	17113
Chief School Administrator		Chief School Administrator Email
Mick Iskric		MIskric@shsd.k12.pa.us
Principal Name		
Megan Armstead		
Principal Email		
MArmstead@shsd.k12.pa.us		
Principal Phone Number		Principal Extension
717-704-3800		4276
School Improvement Facilitator Name		School Improvement Facilitator Email
Susan C. Voigt		SVoigt@caiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Megan Armstead (Byrnes)	Principal	Elementary Staff	MByrnes@shsd.k12.pa.us
Samantha Neidlinger	District Level Leaders	Director of Student Services	SNeidlinger@shsd.k12.pa.us
Anna Clemens	School Psychologist	Elementary Staff	AClemens@shsd.k12.pa.us
Elayne Thomas	Principal	Elementary Staff	EThomas@shsd.k12.pa.us
Tyler Zoellner	Math Coach	Elementary Staff	TZoellner@shsd.k12.pa.us
Eileen Donnelly	PBIS Coach	Elementary Staff	EDonnelly@shsd.k12.pa.us
Dottie Schaffer	Interventionist	Elementary Staff	DSchaffer@shsd.k12.pa.us
Susan C. Voigt	CAIU Facilitator	Capital Area Intermediate Unit	Svoigt@caiu.org
Mick Iskric	Chief School Administrator	Superintendent	MIskric@shsd.k12.pa.us
Willie Slade	District Level Leaders	Assistant Superintendent	WSlade@shsd.k12.pa.us
Abby Howard	Teacher	Teacher	AHoward@shsd.k12.pa.us
Ashley Ward McMullen	Parent	Parent	award102408@gmail.com
Nicole Mehalick	Community Member	Community Member	nmehalick2405@yahoo.com
Cindee Trapp	Education Specialist	Special Ed Director	CTrapp@shsd.k12.pa.us
Jennifer Rash	Other	School Counselor	JRash@shsd.k12.pa.us
Keri Poston	District Level Leaders	Director of Special Education	kposton@shsd.k12.pa.us
Donna Moll	Education Specialist	Instructional Coach	DMoll@shsd.k12.pa.us
Jordan Arigo	Education Specialist	Reading Specialist	JArigo@shsd.k12.pa.us

Vision for Learning

Vision for Learning

Together, we work with members of the board, district staff and community to educate and develop the whole child to compete, produce, and lead in our ever-changing society.

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in ELA	The elementary school met the PA Standard for Academic Growth in ELA. Our academic growth score was 100 and the statewide average was 75.4. We exceeded the academic growth score for ELA.
English Language Growth and Attainment	The school met the Statewide Goal/Interim Target for English Language Growth and Attainment.
20.2 of students scored proficient on the 23-24 PSSA test in ELA.	Due to intensive interventions put in place from K-6th grade we achieved a higher level of proficient students than we have had in the past few years in ELA. We also have implemented PD on sound walls and data analysis which is in turn driving our instruction.

Challenges

Indicator	Comments/Notable Observations
Academic Growth Expectations in Math	The school did not meet the PA Standard for Academic Growth in Math. Our score was 64.0, and the statewide average is 74.9; therefore, we have some work to do in math this year.
Proficient/Advanced in ELA	The school did not meet the Statewide Goal/Interim Target in ELA. We scored 20.2, whereas the state average is 53.9, with a goal of 81.1. We have a lot of intensive work to do in order to meet the ELA goal for proficient and advanced students moving forward.
Proficient/Advanced in Mathematics	The school did not meet the Statewide Goal/Interim Target in Mathematics. We scored a 9.4 whereas the state average is a 40.2 with a goal of 71.8. We also have a lot of intensive work to do to meet the Math goal for proficient and advanced students moving forward.
Regular Attendance	The school did not meet the Performance Standard for Regular Attendance. 52.3 percent of our students were not chronically absent, whereas the statewide average is 78.1 and the performance standard is 94.1.

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

Strengths

<p>Indicator Goal and Improvement targets in ELA</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations Our black students increased their performance from the previous year, scoring 100 after scoring 99 the previous year.</p>
<p>Indicator English Language Growth and Attainment</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations Economically Disadvantaged students increased in performance from the previous year, scoring 100.</p>
<p>Indicator Standards demonstrating growth in ELA</p> <p>ESSA Student Subgroups Combined Ethnicity</p>	<p>Comments/Notable Observations Students with combined ethnicities stayed at 100 and did not go down.</p>
<p>Indicator Standards demonstrating growth in Science</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations Our black students experienced a 15% increase from 52% to 67%.</p>
<p>Indicator Standards demonstrating growth in Science</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations Our economically disadvantaged students showed an increase in performance from 54% to 57%.</p>

Challenges

<p>Indicator Standards demonstrating a decline in overall averages to meet the target in mathematics.</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations Our black students went from 79% to 59%.</p>
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Indicator Goal and Improvement Targets for Math ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Our economically disadvantaged students went from 79% to 61%.
Indicator Goal and Improvement Targets for ELA ESSA Student Subgroups Hispanic	Comments/Notable Observations Our Hispanic Learners decreased in performance from the previous year from 89% to 82%.
Indicator Regular Attendance ESSA Student Subgroups White	Comments/Notable Observations White students decreased from 55.4% to 47.9 % in attendance.

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.

Use of our para-professional to pull small groups for math and reading
Fidelity in the implementation of tier 2 and 3 interventions which aided in the overall ELA growth for students
Data-driven small group instruction which aided in the overall ELA and Math growth for students
Analyzing data every 6 weeks (for math and reading) to help drive instruction
Use of math, reading and instructional coach in Tier 1 instruction

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.

Only 9.4% of students in 3rd-6th grade scored proficient on the Math PSSA test for the 23-24 school year.
Fidelity in teaching math in small groups to meet the needs of individual students in grades 3-6
Tier 2 and 3 interventions for students struggling in mathematics
Overall parent engagement and support from our parents and community

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Common Assessments	Pre/Post Tests
CDT Data 3rd-6th grade	Above Grade Level, On Grade Level, Below Grade Level, Well-Below Grade Level
Acadience Data K-6 for Reading	Above benchmark, on benchmark, below benchmark

English Language Arts Summary

Strengths

Meeting the needs of our learning support students by implementing intensive rooms to help target individual objectives
MTSS Core team meets twice a month to discuss students' data, achievement and growth. Based off the data, growth or lack of growth the team implements different interventions to address students' individual needs.
Small group instruction has been implemented with fidelity based on the data shared every 4 to 6 weeks at MTSS Core meetings and grade-level meetings.
Tier 2 and 3 interventions have been implemented across the board with fidelity.

Challenges

Attendance rate of students in Kindergarten through 6th grade / holding students accountable for attendance and working with families to help bridge gaps and barriers
Implementing Tier 2 and 3 interventions with fidelity

Mathematics

Data	Comments/Notable Observations
Acadience Data K-6	Above benchmark, on benchmark, below benchmark
CDT Data 3rd-6th Grade	Above Grade Level, On Grade Level, Below Grade Level, Well-Below Grade Level

Mathematics Summary

Strengths

We have an evidence-based math program, Envision, that has helped our teachers to ensure math standards are being taught and met through intensive instruction and intervention

Our math coach has helped many teachers implement best mathematical practices within their classrooms
Our teachers have received much more math training this school year than we have had in the past
We purchased a new math curriculum that is designed to meet the needs of individuals learners. We also purchased an intervention piece to go along with it. This will help us track student data and planned specific instruction for students that are not on grade-level.

Challenges

Implementing Tier 2 and 3 interventions with fidelity
Implementing small group/guided math instruction across the board
Filling the large mathematic academic gaps seen across grade-level bands throughout the last 5 years

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Data	Above Grade Level, On Grade Level, Below Grade Level, Well-Below Grade Level

Science, Technology, and Engineering Education Summary

Strengths

STEAM has been a much bigger focus at the elementary school and appropriate training has been offered to teachers to help them implement STEAM within their classroom

Challenges

Maintaining and exceeding our proficiency rate in the upcoming years
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	We have made incredible growth with our students on their career readiness standards throughout the last year. All of our students in K-6th grade had multiple career learning experiences.

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.

A few years ago we purchased Smart Futures to help our teachers organize and plan Career Readiness lessons that are appropriate to grade-level bands.

Students are participating in Career Readiness lessons on a weekly basis and evidence is being collected in our Smart Futures portal.

We have placed a specific individual in the position of a career counselor to help us meet our goals, stay on track, and look at our Smart Futures data.

According to our Smart Futures data over 90% of our students completed the appropriate amount of Career Readiness lessons for the 23-24 school year.

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.

Continuing the momentum of implementing Career Readiness lessons in the following years to come with all of the other strains and pressure to meet academic criteria.

Engaging students in the lessons and activities that Smart Futures offers, especially at the lower grade levels.

Working with the career readiness counselor in the elementary building on a regular schedule. Having consistent meetings with the admin team and counselors.

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

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

Data	Comments/Notable Observations
PSSA Data	Advanced, Proficient, Basic, Below Basic
Acadience Data	Above Grade Level, On Grade Level. Under Grade Level
Attendance Data	Under 90%- raise overall percentage

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	Black & Hispanic

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.

Data-driven instruction in small groups to meet the needs of all students
Implementation of Tier 2 and 3 Interventions with Fidelity for all students

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.

Large academic gaps in instruction between grade level bands
Engaging students through differentiation in all classrooms school-wide
Attendance Data- raise attendance above 90%

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	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	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	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	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Continue implementation of our school-wide multi-tiered system of support for academics and behavior
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Identify and address individual student learning needs
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Close achievement gaps by implementing intensive interventions
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Challenges

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

Use multiple professional learning designs to support the learning needs of staff

Provide frequent, timely, and systematic feedback and support on instructional practices
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More consistent classroom walkthroughs and fidelity checks
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Use of math, reading and instructional coach in Tier 1 instruction	False
Analyzing data every 6 weeks (for math and reading) to help drive instruction	True
Use of our para-professional to pull small groups for math and reading	False
Meeting the needs of our learning support students by implementing intensive rooms to help target individual objectives	False
MTSS Core team meets twice a month to discuss students' data, achievement and growth. Based off the data, growth or lack of growth the team implements different interventions to address students' individual needs.	True
Use of math, reading and instructional coach in Tier 1 instruction	False
Fidelity in the implementation of tier 2 and 3 interventions which aided in the overall ELA growth for students	True
Data-driven small group instruction which aided in the overall ELA and Math growth for students	True
Small group instruction has been implemented with fidelity based on the data shared every 4 to 6 weeks at MTSS Core meetings and grade-level meetings.	False
Tier 2 and 3 interventions have been implemented across the board with fidelity.	True
We have an evidence-based math program, Envision, that has helped our teachers to ensure math standards are being taught and met through intensive instruction and intervention	True
Our math coach has helped many teachers implement best mathematical practices within their classrooms	True
STEAM has been a much bigger focus at the elementary school and appropriate training has been offered to teachers to help them implement STEAM within their classroom	False
Data-driven instruction in small groups to meet the needs of all students	True
Implementation of Tier 2 and 3 Interventions with Fidelity for all students	True
According to our Smart Futures data over 90% of our students completed the appropriate amount of Career Readiness lessons for the 23-24school year.	True
Our teachers have received much more math training this school year than we have had in the past	True
A few years ago we purchased Smart Futures to help our teachers organize and plan Career Readiness lessons that are appropriate to grade-level bands.	True
Students are participating in Career Readiness lessons on a weekly basis and evidence is being collected in our	False

Smart Futures portal.	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Continue implementation of our school-wide multi-tiered system of support for academics and behavior	True
Identify and address individual student learning needs	True
We purchased a new math curriculum that is designed to meet the needs of individuals learners. We also purchased an intervention piece to go along with it. This will help us track student data and planned specific instruction for students that are not on grade-level.	False
We have placed a specific individual in the position of a career counselor to help us meet our goals, stay on track, and look at our Smart Futures data.	False
Close achievement gaps by implementing intensive interventions	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
Fidelity in teaching math in small groups to meet the needs of individual students in grades 3-6	True
Tier 2 and 3 interventions for students struggling in mathematics	True
Only 9.4% of students in 3rd-6th grade scored proficient on the Math PSSA test for the 23-24 school year.	True
Overall parent engagement and support from our parents and community	False
Overall parent engagement and support from our community stakeholders.	False
Working with the career readiness counselor in the elementary building on a regular schedule. Having consistent meetings with the admin team and counselors.	False
Implementing Tier 2 and 3 interventions with fidelity	True
Implementing Tier 2 and 3 interventions with fidelity	False
Implementing small group/guided math instruction across the board	False
Filling the large mathematic academic gaps seen across grade-level bands throughout the last 5 years	True
Continuing the momentum of implementing Career Readiness lessons in the following years to come with all of the other strains and pressure to meet academic criteria.	False
Engaging students in the lessons and activities that Smart Futures offers, especially at the lower grade levels.	True
Attendance rate of students in Kindergarten through 6th grade / holding students accountable for attendance and working with families to help bridge gaps and barriers	True

	False
	False
Attendance Data- raise attendance above 90%	True
Maintaining and exceeding our proficiency rate in the upcoming years	False
Large academic gaps in instruction between grade level bands	True
Engaging students through differentiation in all classrooms school-wide	True
Use multiple professional learning designs to support the learning needs of staff	True
Provide frequent, timely, and systematic feedback and support on instructional practices	True
More consistent classroom walkthroughs and fidelity checks	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 have witnessed a tremendous amount of growth within our student body since we have started incorporating MTSS meetings (with fidelity) in kindergarten through 6th grade. Since working with Ami Healy, Sara Lobaugh, Kim Shank and the IU we have learned multiple strategies and best practices to implement in order to help close the large achievement gaps of our students. The implementation of an MTSS core team has been very helpful in identifying student needs, discussing and analyzing data, and making data-driven decisions to increase academic achievement. Small group instruction, tier 2 and 3 interventions and the purchase and use of Heggerty and the Sunday System has helped our teachers meet the needs of our students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Fidelity in teaching math in small groups to meet the needs of individual students in grades 3-6	All teachers must utilize small group instruction or guided math groups to meet the needs of our students	True
Tier 2 and 3 interventions for students struggling in mathematics	Tier 2 and 3 interventions need to be implemented with fidelity across the board	True
Only 9.4% of students in 3rd-6th grade scored proficient on the Math PSSA test for the 23-24 school year.		False
Filling the large mathematic academic gaps seen across grade-level bands throughout the last 5 years		False
Engaging students in the lessons and activities that Smart Futures offers, especially at the lower grade levels.		False
Use multiple professional learning designs to support the learning needs of staff		False
Provide frequent, timely, and systematic feedback and support on instructional practices		False
Attendance rate of students in Kindergarten through 6th grade / holding students accountable for attendance and working with families to help bridge gaps and barriers		False
Implementing Tier 2 and 3 interventions with fidelity		True
Attendance Data- raise attendance above 90%		True
Large academic gaps in instruction between grade level bands		False
Engaging students through differentiation in all classrooms school-wide		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
MTSS Core team meets twice a month to discuss students' data, achievement and growth. Based off the data, growth or lack of growth the team implements different interventions to address students' individual needs.	Utilizing a core team of professionals to help analyze student data and address our challenges has helped tremendously
Tier 2 and 3 interventions have been implemented across the board with fidelity.	

Data-driven instruction in small groups to meet the needs of all students	
Implementation of Tier 2 and 3 Interventions with Fidelity for all students	
Analyzing data every 6 weeks (for math and reading) to help drive instruction	
Fidelity in the implementation of tier 2 and 3 interventions which aided in the overall ELA growth for students	Use of tier 2 and 3 interventions targeted to students' needs has helped close the academic gaps
Data-driven small group instruction which aided in the overall ELA and Math growth for students	Analyzing data and planning instruction based on students needs
We have an evidence-based math program, Envision, that has helped our teachers to ensure math standards are being taught and met through intensive instruction and intervention	
Our math coach has helped many teachers implement best mathematical practices within their classrooms	
Our teachers have received much more math training this school year than we have had in the past	
A few years ago we purchased Smart Futures to help our teachers organize and plan Career Readiness lessons that are appropriate to grade-level bands.	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
Continue implementation of our school-wide multi-tiered system of support for academics and behavior	
Identify and address individual student learning needs	
According to our Smart Futures data over 90% of our students completed the appropriate amount of Career Readiness lessons for the 23-24school year.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If teachers meet with small groups of students to meet their individual needs and provide intensive interventions as necessary then students mathematical growth and scores will increase.
	If teachers can identify and deliver tier 2 and 3 interventions to Individual student groups to address deficits then the achievement gaps should close and student growth will be achieved.
	If interventions are consistent and driven by the teacher so that tier 2 and 3 students are met with twice daily to reinforce skills then we will see a growth in progress monitoring data and overall scores.

	If we put attendance initiatives into place and monitor and address truancy concerns then our attendance rate should raise to 90%.
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Goal Setting

Priority: If teachers meet with small groups of students to meet their individual needs and provide intensive interventions as necessary then students mathematical growth and scores will increase.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Kindergarten- Students will be 80% proficient in first sound fluency by the end of the school year. 1st and 2nd grade- Students will be 55% proficient by the end of the year in CLS benchmark. 3rd-6th grade- Students will show 15% growth in overall composite score in CDTs from the beginning to the end of the year.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
After administering the BOY DIBELS benchmark we would like to see our kindergarten students at 50% proficiency for FSF. We would like to see our 1st and 2nd graders 10% proficient in CLS. We will administer BOY CDT tests with the goal of having 5% of students scoring proficient in hopes to grow 15% by the end of the year.	After administering the MOY DIBELS benchmark we would like to see our kindergarteners 65% proficient in FSF. 30% of 1st and 2nd graders proficient in CLS. We will administer MOY CDT tests with the goal of having 10% growth from the start of the year to the middle of the year.	We will continue intensive interventions and grade level letter sound sweeps during this quarter to ensure students are progressing to meet the end of year benchmark and proficiency goal.	EOY DIBELS will show kindergarteners are 80% proficient in FSF. 1st and 2nd grade- Students will be 55% proficient by the end of the year in CLS benchmark. 3rd-6th grade- Students will show 15% growth in overall composite score in CDTs from the beginning to the end of the year.

Priority: If interventions are consistent and driven by the teacher so that tier 2 and 3 students are met with twice daily to reinforce skills then we will see a growth in progress monitoring data and overall scores.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th quarter, 60% of students will be proficient in computation using Acadience data.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Administer the BOY benchmark with hopes that 20% of our students are proficient in computation at the end of the BOY DIBELS assessment.	Administer the MOY benchmark with hopes that 40% of our students are proficient in computation at the end of the BOY DIBELS assessment.	Continue intensive interventions and small group instruction to help us meet our end of year proficiency goal. We will also look at student's progress monitoring data to ensure that our kids are progressing in the right direction.	By the end of the 4th quarter, 60% of students will be proficient in computation using Acadience data.
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Priority: If teachers can identify and deliver tier 2 and 3 interventions to Individual student groups to address deficits then the achievement gaps should close and student growth will be achieved.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
Students in 3rd-6th grade will complete the necessary components of Career Readiness lessons for the 25-26 school year. We will reach the following goal breakdown per grade level: 1. Students in 3rd Grade will submit at least 2 pieces of Career Readiness evidence. a. 2 of those pieces of evidence should include: <ul style="list-style-type: none"> <li style="display: inline-block; width: 25%;">i. Career Awareness & Preparation <li style="display: inline-block; width: 25%;">ii. Career Acquisition <li style="display: inline-block; width: 25%;">iii. Career Retention & Advancement <li style="display: inline-block; width: 25%;">iv. Entrepreneurship 2. Students in 4th Grade will submit at least 4 pieces of Career Readiness evidence. a. Evidence should include one from each of the following: <ul style="list-style-type: none"> <li style="display: inline-block; width: 25%;">i. Career Awareness & Preparation <li style="display: inline-block; width: 25%;">ii. Career Acquisition <li style="display: inline-block; width: 25%;">iii. Career Retention & Advancement <li style="display: inline-block; width: 25%;">iv. Entrepreneurship 3. Students in 5th Grade will participate in JA Biztown and upload 2 artifacts &/or submit a total of 6 pieces of evidence, one in each of the following: <ul style="list-style-type: none"> <li style="display: inline-block; width: 25%;">i. Career Awareness & Preparation <li style="display: inline-block; width: 25%;">ii. Career Acquisition <li style="display: inline-block; width: 25%;">iii. Career Retention & Advancement <li style="display: inline-block; width: 25%;">iv. Entrepreneurship 4. Students in 6th Grade will submit at least 2 pieces of Career Readiness evidence. a. 2 of those pieces of evidence should include: <ul style="list-style-type: none"> <li style="display: inline-block; width: 25%;">i. Career Awareness & Preparation <li style="display: inline-block; width: 25%;">ii. Career Acquisition <li style="display: inline-block; width: 25%;">iii. Career Retention & Advancement <li style="display: inline-block; width: 25%;">iv. Entrepreneurship 			
Measurable Goal Nickname (35 Character Max)			
Career Readiness			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students in 3rd-6th grade will become familiar with the Smart Future portal and the lesson design. Teachers will show students how to navigate through the portal and lessons and students will become familiar with career pathways.	By the end of quarter 2 students in 3rd -6th grade will complete 2 lessons/activities.	By the end of quarter 3 students in 3rd-6th grade will complete 3 lessons/activities.	By the end of quarter 4 students in 3rd-6th grade will complete 4 lessons/activities.

Priority: If we put attendance initiatives into place and monitor and address truancy concerns then our attendance rate should raise to 90%.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
The building-wide attendance rate will reach 90% by the end of the 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
93%	92%	91%	90%

Action Plan

Measurable Goals

Math	ELA
Career Readiness	Attendance

Action Plan For: Implementation of Intensive ELA Interventions

Measurable Goals:

- Kindergarten- Students will be 80% proficient in first sound fluency by the end of the school year. 1st and 2nd grade- Students will be 55% proficient by the end of the year in CLS benchmark. 3rd-6th grade- Students will show 15% growth in overall composite score in CDTs from the beginning to the end of the year.

Action Step		Anticipated Start/Completion Date	
Teachers will provide intensive ELA interventions to Tier 2 and 3 students based on need. Our para-edcuators will push into the classrooms to provide small group instruction for our lowest level learners as well so that they get "double dipped" in instruction. Our reading specialist will also pull tier 3 students for extra intervention time in order to try and close the achievement gap of our students.		2025-08-20	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Moll- Instructional Coach Ms. Arigo- Reading Specialist	Sonday small group instruction kits, Heggerty- phonemic awareness materials, sound walls, phonics cards, ELA materials	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will show growth in reading abilities across kindergarten through 6th grade. Fluency and accuracy scores will go up and the achievement gaps from the start of the year will start to close.	Common assessments, progress monitoring and benchmark data

Action Plan For: Implementation of Intensive Math Interventions and Tier 1 Instruction

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 4th quarter, 60% of students will be proficient in computation using Acadience data.

Action Step		Anticipated Start/Completion Date	
Teachers will implement our tier 1 mathematics program (envision) with fidelity across the board to help students meet and understand state standards. Small group instruction (based upon need) will be implemented daily after tier 1 whole group instruction. Intensive interventions will be delivered to tier 2 and 3 students accordingly.		2025-08-20	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mr. Zoellner/Math Coach	Envision materials, manipulatives, and resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will make growth in grade level standards and hopefully meet the benchmark for appropriate grade levels. The achievement gaps will close and students will have the understanding for the next grade level.	Common assessments, benchmark testing, DIBELS materials

Action Plan For: Implementation of Career Lessons and Standards using Smart Futures

Measurable Goals:
<ul style="list-style-type: none"> Students in 3rd-6th grade will complete the necessary components of Career Readiness lessons for the 25-26 school year. We will reach the following goal breakdown per grade level: <ol style="list-style-type: none"> 1. Students in 3rd Grade will submit at least 2 pieces of Career Readiness evidence. <ol style="list-style-type: none"> a. 2 of those pieces of evidence should include: <ol style="list-style-type: none"> i. Career Awareness & Preparation ii. Career Acquisition iii. Career Retention & Advancement iv. Entrepreneurship 2. Students in 4th Grade will submit at least 4 pieces of Career Readiness evidence. <ol style="list-style-type: none"> a. Evidence should include one from each of the following: <ol style="list-style-type: none"> i. Career Awareness & Preparation ii. Career Acquisition iii. Career Retention & Advancement iv. Entrepreneurship 3. Students in 5th Grade will participate in JA Biztown and upload 2 artifacts &/or submit a total of 6 pieces of evidence, one in each of the following: <ol style="list-style-type: none"> i. Career Awareness & Preparation ii. Career Acquisition iii. Career Retention & Advancement iv. Entrepreneurship

Students in 6th Grade will submit at least 2 pieces of Career Readiness evidence. a. 2 of those pieces of evidence should include:

i. Career Awareness & Preparation	ii. Career Acquisition	iii. Career Retention & Advancement
iv. Entrepreneurship		

Action Step		Anticipated Start/Completion Date	
Students will be taught at the start of the school year on how to navigate and utilize our Smart Futures portal. This will allow them to better understand career pathways and college and career readiness standards. Students will complete between 2 and 4 college and career readiness lessons throughout the school year, depending on their grade level criteria and expectations.		2025-08-20	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Rash, Ms. Lopez, Ms. Hume- school counselors	Smart Future Portal, College and Career Standards	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will complete 2 to 4 College and Career Readiness Lessons per year and have a better understanding of college and career readiness goals.	Consistent monitoring of the Smart Future portal.

Action Plan For: Attendance

Measurable Goals:
<ul style="list-style-type: none"> The building-wide attendance rate will reach 90% by the end of the 2025-2026 school year.

Action Step		Anticipated Start/Completion Date	
This year we will implement monthly attendance awards and quarterly attendance awards to promote the importance of attendance. We will incentivize students and continue to remind our families about the importance of students attending school.		2025-08-20	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Counselors	Attendance data and incentives	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance will reach 90% by the end of the year.	Attendance PS System

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • Implementation of Intensive ELA Interventions • Implementation of Intensive Math Interventions and Tier 1 Instruction • Implementation of Career Lessons and Standards using Smart Futures • Attendance 	6th Grade Teacher Salary	77502.88
Instruction	<ul style="list-style-type: none"> • Implementation of Intensive ELA Interventions 	Reading Instructional Coach Salary	82218.24
Instruction	<ul style="list-style-type: none"> • Implementation of Intensive ELA Interventions • Implementation of Intensive Math Interventions and Tier 1 Instruction 	1st Grade teacher Salary	86996.88

	<ul style="list-style-type: none"> • Implementation of Career Lessons and Standards using Smart Futures • Attendance 		
Instruction	<ul style="list-style-type: none"> • Implementation of Intensive ELA Interventions • Implementation of Intensive Math Interventions and Tier 1 Instruction • Implementation of Career Lessons and Standards using Smart Futures • Attendance 	Kindergarten Teacher Salary	74407.00
Instruction	<ul style="list-style-type: none"> • Implementation of Intensive ELA Interventions • Implementation of Intensive Math Interventions and Tier 1 Instruction • Implementation of Career Lessons and Standards using Smart Futures • Attendance 	2nd Grade Teacher Salary	55812.64
Instruction	<ul style="list-style-type: none"> • Implementation of Intensive ELA Interventions • Implementation of Intensive Math 	1st Grade Teacher Salary	71257.68

	<ul style="list-style-type: none"> Interventions and Tier 1 Instruction • Implementation of Career Lessons and Standards using Smart Futures • Attendance 		
Instruction	<ul style="list-style-type: none"> • Implementation of Intensive ELA Interventions 	Reading Instructional Coach Benefits	73413.55
Instruction	<ul style="list-style-type: none"> • Implementation of Intensive ELA Interventions 	1st Grade Teacher Benefits	75418.50
Instruction	<ul style="list-style-type: none"> • Implementation of Intensive ELA Interventions • Implementation of Intensive Math Interventions and Tier 1 Instruction • Implementation of Career Lessons and Standards using Smart Futures • Attendance 	Kindergarten Teacher Benefits	70160.52
Instruction	<ul style="list-style-type: none"> • Implementation of Career Lessons and Standards using Smart Futures 	Elementary Career Readiness	2706.11
Total Expenditures			669894

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implementation of Intensive ELA Interventions	Teachers will provide intensive ELA interventions to Tier 2 and 3 students based on need. Our para-edcuators will push into the classrooms to provide small group instruction for our lowest level learners as well so that they get "double dipped" in instruction. Our reading specialist will also pull tier 3 students for extra intervention time in order to try and close the achievement gap of our students.

ELA Small Group Intensive Interventions Training

Action Step		
<ul style="list-style-type: none"> Teachers will provide intensive ELA interventions to Tier 2 and 3 students based on need. Our para-edcuators will push into the classrooms to provide small group instruction for our lowest level learners as well so that they get "double dipped" in instruction. Our reading specialist will also pull tier 3 students for extra intervention time in order to try and close the achievement gap of our students. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	3x per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Dr. Mick Iskric, Jr.	2025-07-07
Building Principal Signature	Date
Megan Armstead	2025-07-01
School Improvement Facilitator Signature	Date
Susan C. Voigt	2025-07-10