

SOUTHMORELAND PRIMARY CENTER

TITLE 1 PLAN

2025-2026

SOUTHMORELAND
SCHOOL DISTRICT



“CULTIVATING
LIFELONG LEARNERS
READY FOR AN EVER-
CHANGING WORLD”

www.southmoreland.net
2351 Route 981,
Alverton, PA 15612

Southmoreland Primary Center

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Southmoreland Primary Center		107657503
Address 1		
1431 Water St		
Address 2		
City	State	Zip Code
Alverton	PA	15612
Chief School Administrator		Chief School Administrator Email
Dr Jason A Boone		boonej@southmoreland.net
Principal Name		
Ron Heitchue		
Principal Email		
heitchuer@southmoreland.net		
Principal Phone Number		Principal Extension
724-887-2026		
School Improvement Facilitator Name		School Improvement Facilitator Email
Daniel Clara		clarad@southmoreland.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ron Heitchue	Principal	Southmoreland Primary Center	heitchuer@southmoreland.net
Kaleigh Reagan	Parent	Southmoreland Primary Center	k.reagan85@gmail.com
Tracey Kuchar-Long	Education Specialist	Southmoreland Primary Center	kuchart@southmoreland.net
Jessica Thompson	Teacher	Southmoreland Primary Center	thompsonj@southmoreland.net
Morgan Coleman	Teacher	Southmoreland Primary Center	colemanm@southmoreland.net
Melissa Redinger	Data Analyst	Southmoreland School District	redingerm@southmoreland.net
Brian VanKirk	Teacher	Southmoreland Primary Center	vankirkb@southmoreland.net
Jamie Tarn-Burger	Paraprofessional	Southmoreland Primary Center	tarnj@southmoreland.net
Brian Shipley	Board Member	Southmoreland Primary Center	shipleyb@southmoreland.net
Rebecca Thomas	Teacher	Southmoreland Primary Center	thomasr@southmoreland.net
Abigail Cox	Teacher	Southmoreland Primary Center	coxa@southmoreland.net
Amber Cernuto	Teacher	Southmoreland Primary Center	cernutoa@southmoreland.net
Christopher Huff	Teacher	Southmoreland Primary Center	huffc@southmoreland.net
Cassandra Scott	Teacher	Southmoreland Primary Center	scottcas@southmoreland.net

Vision for Learning

Vision for Learning

Our vision at Southmoreland School District is to cultivate lifelong learners ready for an ever-changing world, fostering innovation and opportunities to maximize each student's potential.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Execution of benchmark direct assessment data collection processes on mastery of foundational skills in reading	We continue to strategically identify specific critical academic skills and means of measuring those skills to evaluate our instructional efficacy.
Execution of benchmark direct assessment data collection processes on mastery of foundational skills in mathematics	We continue to strategically identify specific critical academic skills and means of measuring those skills to evaluate our instructional efficacy.
End of year NWEA Maps data	70% of our students reached their end of year growth projection in reading.
End of year NWEA MAPS data	84% of our students scored within the average range or higher (25th percentile or higher) in reading
End of year NWEA MAPS data	82% of our students scored within the average range or higher (25th percentile or higher) in math.
Introduction of advanced technology for instructional delivery and student engagement.	Our district provided Promethean Boards to all teachers to enhance the visual representation of instructional content and skills as well as for the dynamic engagement of our learners during instructional lessons.
Our teachers reviewed grade level standards and developed curriculum frameworks as well as curriculum overviews to reflect the progression of our instructional modules in each of the content areas of English Language Arts (ELA); Mathematics; Science; and Social Studies	The curriculum overviews and curriculum frameworks have been uploaded to our district website.
Principal observation during routine classroom walk-throughs	Continued increased proficiency, efficiency and competence with the execution and pace of ECRI routines with increased student active engagement.
Parent/family/community engagement	Our school continues to brainstorm and introduce parent/family/community engagement activities to improve the educational experience and

	instructional outcomes for our students including: Reading Under the Lights; Read with Me at SPC; Career Day; and most recently, Paws & Pages- Raising Readers Together. This year we plan to extend sessions and add "Scottie Steps to Kindergarten," kindergarten readiness sessions for up and coming pre-schoolers.
Career Day- Job/Career opportunities within the school community	Every school year in April, our school hosts a career day in which members of the school community are invited into the school to present to our students information about their occupations and to engage them in interactive experiences related to their jobs or careers. We always secure 14 presenters so that we have one presenter for every grade level classroom and our students rotate through the seven (7) homerooms in their respective grades in order to see all of the presentations.
Professional development to improve instructional practices.	Our teachers have had various professional development opportunities such as Enhanced Core Reading Instruction (ECRI) Foundational Skills; Enhanced Core Reading Instruction (ECRI) Vocabulary and Comprehension; Language Essentials for Teachers of Reading and Spelling (LETRS); Science of Reading; NWEA Maps training; and training on the use of AI to improve instructional practice.
Data team meetings	We continue to remain committed to refining and improving our data discussions, and building consensus on those data indicators that are most valuable in making instructional decisions and promoting student achievement/growth.

Challenges

Indicator	Comments/Notable Observations
Attendance records	Only 25% of our students had an end of year absence total of less than six (6) days
Attendance records	Fifty percent (50%) of our students accumulated a total of ten (10) or more absences over the course of the 2024-2025 school year.
NWEA Maps Math Data	Only 59% of our students reached their end of year growth projection in mathematics.
Classroom walk through and formal observations.	A few of our teachers need to become more consistent with their buy in and engaging execution of Enhanced Core Reading Instruction routines during their core ELA instruction so that routine delivery is occurring with fidelity to maximize the effectiveness of the practice.
Discussion from the current comprehensive planning committee	Continue to identify and create increased opportunities for parent engagement in and out of school.

team meetings.

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

Strengths

Indicator End of year direct assessment data on foundational skills mastery in reading for our kindergarten students ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations 100% of our kindergarten students scored within the average range (at the 25th percentile or higher) with respect to both their uppercase and lowercase letter identification mastery; 90% of our kindergarten students were able to identify 100% of all uppercase letters; 75% of our kindergarten students were able to produce the correct sounds for all letters; 88% of our kindergarten students were able to read a minimum of 6 sight words correctly on a fluency measure.
Indicator End of year direct assessment data on fluency indicators in reading for our 1st grade students ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations 70% of our 1st grade students scored within the average range or higher (25th percentile or higher) with respect to oral reading fluency (words read correctly per minute).
Indicator End of year NWEA MAPS data ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations 37% (percentage is greater the 25%) of our kindergarten students scored at the 75th percentile or higher in reading.
Indicator End of year NWEA MAPS data ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations 28% (percentage is greater than 25%) of our 1st grade students scored at the 75th percentile or higher in reading.
Indicator End of year NWEA MAPS data ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations 30% (percentage is greater than 25%) of our kindergarten students scored at the 75th percentile or higher in math.
Indicator Our Autistic Support/Life Skills Support program continues to successfully increasing the duration of participation with non-disabled peers of some of our students with low incidence disabilities. Several of our 1st grade students increased significantly their independence in	Comments/Notable Observations Our general education teachers working cooperatively and collaboratively with our special education teachers and paraprofessional staff as well as our speech and language pathologist and other related service providers are effectively enhancing the educational and social experiences and

navigating their school day, requiring less and less paraprofessional support. ESSA Student Subgroups Combined Ethnicity	outcomes of our students with low incidence disabilities. The word of our program and its success is attracting families of students with low incidence disabilities to our school.
Indicator Parent engagement activities ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations Our school expanded our parent engagement efforts with the addition of an after school reading/craft family program, "Paws & Pages- Raising Readers Together," having held four after school sessions; and we will be expanding to six sessions this school year.

Challenges

Indicator End of year direct assessment data on fluency indicators in reading for our 1st grade students ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 30% of our 1st grade students were not able to read a minimum of 34 words correctly per minute at the end of the school year.
Indicator Attendance records ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations Our student attendance records for both kindergarten and 1st grade student populations were far less than our goal of 95% attendance rate.

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.

We continue to strategically identify specific critical academic skills and means of measuring those skills to evaluate our instructional efficacy.
We continue to remain committed to refining and improving our data discussions, and building consensus on those data indicators that are most valuable in making instructional decisions and promoting student achievement/growth.
Our school continues to brainstorm and introduce parent/family/community engagement activities to improve the educational experience and instructional outcomes for our students including: Reading Under the Lights; Read with Me at SPC; Career Day; and most recently, Paws & Pages- Raising Readers Together. This year we plan to extend sessions and add "Scottie Steps to Kindergarten," kindergarten readiness sessions for up and coming pre-schoolers.

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.

30% of our 1st grade students were not able to read a minimum of 34 words correctly per minute at the end of the school year.

Fifty percent (50%) of our students accumulated a total of ten (10) or more absences over the course of the 2024-2025 school year.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
End of year Curriculum Based Assessment data	100% of our kindergarten students scored within the average range (at the 25th percentile or higher) with respect to both their uppercase and lowercase letter identification mastery; 90% of our kindergarten students were able to identify 100% of all uppercase letters; 75% of our kindergarten students were able to produce the correct sounds for all letters; 88% of our kindergarten students were able to read a minimum of 6 sight words correctly on a fluency measure.
End of year NWEA MAPS assessment data	84% of our students scored within the average range or higher (25th percentile or higher) in reading
End of year Curriculum Based Assessment data	70% of our 1st grade students scored within the average range or higher (25th percentile or higher) with respect to oral reading fluency (words read correctly per minute).

English Language Arts Summary

Strengths

Increased proficiency, efficiency and competence with the execution and pace of ECRI routines with increased student active engagement.
Our teachers have had various professional development opportunities such as Enhanced Core Reading Instruction (ECRI) Foundational Skills; Enhanced Core Reading Instruction (ECRI) Vocabulary and Comprehension; Language Essentials for Teachers of Reading and Spelling (LETRS); Science of Reading; NWEA Maps training; and training on the use of AI to improve instructional practice.
We continue to remain committed to refining and improving our data discussions, and building consensus on those data indicators that are most valuable in making instructional decisions and promoting student achievement/growth.

Challenges

We still have some staff members that possess differential levels of commitments to our instructional practices and routines that are evidenced based in the science of reading.
Our challenges with obtaining and maintaining strong student school attendance patterns.

Mathematics

Data	Comments/Notable Observations
End of year NWEA MAPS assessment data	82% of our students scored within the average range or higher (25th percentile or higher) in math.

Mathematics Summary

Strengths

82% of our students scored within the average range or higher (25th percentile or higher) in math.

Challenges

Our challenges with obtaining and maintaining strong student school attendance patterns.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Although we do provide our students with STEM programming as one of our itinerant classes for students once in our six-day cycle, we do not have specific data to reflect student outcomes.	We will continue to explore and develop opportunities for writing across the curriculum to include writing opportunities within each of our itinerant classes including STEM.

Science, Technology, and Engineering Education Summary

Strengths

Promethean Boards added to every classroom teacher's classroom to promote more active student engagement and participation in the teaching-learning experience.
Adoption of Universal Design for Learning instructional practices providing teachers and students with a variety of modes of content representation and learning outcomes expression to engage our students and make the content being taught and learned more relevant and exciting for our students.

Challenges

Identifying a quantifiable indicator or data source for STEM achievement and growth.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Day- Job/Career opportunities within the school community	Every school year in April, our school continues to host a career day in which members of the school community are invited into the school to present to our students information about their occupations and to engage them in interactive experiences related to their jobs or careers. We always secure 14 presenters so that we have one presenter for every grade level classroom and our students rotate through the seven (7) homerooms in their respective grades in order to see all of the presentations.

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.

Every school year in April, our school hosts a career day in which members of the school community are invited into the school to present to our students information about their occupations and to engage them in interactive experiences related to their jobs or careers. We always secure 14 presenters so that we have one presenter for every grade level classroom and our students rotate through the seven (7) homerooms in their respective grades in order to see all of the presentations.

Our school continues to brainstorm and introduce parent/family/community engagement activities to improve the educational experience and instructional outcomes for our students including: Reading Under the Lights; Read with Me at SPC; Career Day; and most recently, Paws & Pages-Raising Readers Together. This year we plan to extend sessions and add "Scottie Steps to Kindergarten," kindergarten readiness sessions for up and coming pre-schoolers.

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.

Limited time for counselor to meet with students to review data

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.

Our LSS/AS special education teacher and her paraprofessional staff continue to provide unconditional and compassionate support for our students with low-incidence disabilities and identifying and creating new opportunities for stimulating educational interactive activities and experiences within the school building and outside of the school through community based instructional outings. Our teacher and her staff have expanded their

efforts for our students with low incidence disabilities to include CBI (community based instruction) opportunities within our school in the form of visiting classrooms with a traveling vending cart for students to practice communication, interactive, and math skill competencies.
100% of our students with low-incidence disabilities continue to have expanded opportunities throughout the school day to participate with their non-disabled peers in either academic instruction, social interaction, or both.

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.

Fifty percent (50%) of our students accumulated a total of ten (10) or more absences over the course of the 2024-2025 school year.
Only 59% of our students reached their end of year growth projection in mathematics.
30% of our 1st grade students were not able to read a minimum of 34 words correctly per minute at the end of the school year.

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	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	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	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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?

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.
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Challenges

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

Implement a multi-tiered system of supports for academics and behavior.

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
Our school continues to brainstorm and introduce parent/family/community engagement activities to improve the educational experience and instructional outcomes for our students including: Reading Under the Lights; Read with Me at SPC; Career Day; and most recently, Paws & Pages- Raising Readers Together. This year we plan to extend sessions and add "Scottie Steps to Kindergarten," kindergarten readiness sessions for up and coming pre-schoolers.	True
We continue to remain committed to refining and improving our data discussions, and building consensus on those data indicators that are most valuable in making instructional decisions and promoting student achievement/growth.	True
Increased proficiency, efficiency and competence with the execution and pace of ECRI routines with increased student active engagement.	False
We continue to strategically identify specific critical academic skills and means of measuring those skills to evaluate our instructional efficacy.	True
We continue to remain committed to refining and improving our data discussions, and building consensus on those data indicators that are most valuable in making instructional decisions and promoting student achievement/growth.	False
Promethean Boards added to every classroom teacher's classroom to promote more active student engagement and participation in the teaching-learning experience.	True
Our teachers have had various professional development opportunities such as Enhanced Core Reading Instruction (ECRI) Foundational Skills; Enhanced Core Reading Instruction (ECRI) Vocabulary and Comprehension; Language Essentials for Teachers of Reading and Spelling (LETRS); Science of Reading; NWEA Maps training; and training on the use of AI to improve instructional practice.	False
Our LSS/AS special education teacher and her paraprofessional staff continue to provide unconditional and compassionate support for our students with low-incidence disabilities and identifying and creating new opportunities for stimulating educational interactive activities and experiences within the school building and outside of the school through community based instructional outings. Our teacher and her staff have expanded their efforts for our students with low incidence disabilities to include CBI (community based instruction) opportunities within our school in the form of visiting classrooms with a traveling vending cart for students to practice communication, interactive, and math skill competencies.	False
100% of our students with low-incidence disabilities continue to have expanded opportunities throughout the school	False

day to participate with their non-disabled peers in either academic instruction, social interaction, or both.	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Adoption of Universal Design for Learning instructional practices providing teachers and students with a variety of modes of content representation and learning outcomes expression to engage our students and make the content being taught and learned more relevant and exciting for our students.	True
Every school year in April, our school hosts a career day in which members of the school community are invited into the school to present to our students information about their occupations and to engage them in interactive experiences related to their jobs or careers. We always secure 14 presenters so that we have one presenter for every grade level classroom and our students rotate through the seven (7) homerooms in their respective grades in order to see all of the presentations.	False
82% of our students scored within the average range or higher (25th percentile or higher) in math.	False
Our school continues to brainstorm and introduce parent/family/community engagement activities to improve the educational experience and instructional outcomes for our students including: Reading Under the Lights; Read with Me at SPC; Career Day; and most recently, Paws & Pages- Raising Readers Together. This year we plan to extend sessions and add "Scottie Steps to Kindergarten," kindergarten readiness sessions for up and coming pre-schoolers.	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
Fifty percent (50%) of our students accumulated a total of ten (10) or more absences over the course of the 2024-2025 school year.	True
30% of our 1st grade students were not able to read a minimum of 34 words correctly per minute at the end of the school year.	True
Our challenges with obtaining and maintaining strong student school attendance patterns.	False
We still have some staff members that possess differential levels of commitments to our instructional practices and routines that are evidenced based in the science of reading.	False
Identifying a quantifiable indicator or data source for STEM achievement and growth.	False
Limited time for counselor to meet with students to review data	False
Fifty percent (50%) of our students accumulated a total of ten (10) or more absences over the course of the 2024-	False

2025 school year.	
Only 59% of our students reached their end of year growth projection in mathematics.	False
Our challenges with obtaining and maintaining strong student school attendance patterns.	False
Implement a multi-tiered system of supports for academics and behavior.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
30% of our 1st grade students were not able to read a minimum of 34 words correctly per minute at the end of the school year.	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.

Our team grade level teams need to become more effective and proficient with data analysis at data team meetings to more effectively use the data we collect to provide targeted instruction for not only struggling learners but for our advanced learners.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Fifty percent (50%) of our students accumulated a total of ten (10) or more absences over the course of the 2024-2025 school year.	We are instituting a B.A.S.E (Be At School Everyday) program which will reward students quarterly and cumulatively at the end of the school year for school attendance.	True
30% of our 1st grade students were not able to read a minimum of 34 words correctly per minute at the end of the school year.	We will continue our efforts with instructional intervention as well as student/teacher partnerships in the area of progress monitoring to promote our students' oral reading fluency development.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Promethean Boards added to every classroom teacher's classroom to promote more active student engagement and participation in the teaching-learning experience.	Develop ways of engaging students on the Promethean board with not only progress monitoring growth recording, but also develop programs for use on the Promethean boards to build automaticity and fluency with timed letter, number and word recognition.
Adoption of Universal Design for Learning instructional practices providing teachers and students with a variety of modes of content representation and learning outcomes expression to engage our students and make the content being taught and learned more relevant and exciting for our students.	Provide students with speaking opportunities to report out on UDL expression preferences.
Our school continues to brainstorm and introduce parent/family/community engagement activities to improve the educational experience and instructional outcomes for our students including: Reading Under the Lights; Read with Me at SPC; Career Day; and most recently, Paws & Pages- Raising Readers Together. This year we plan to extend sessions and add "Scottie Steps to Kindergarten," kindergarten readiness sessions for up and coming pre-schoolers.	These efforts will continue to expand our families' engagement in partnering with our staff to grow student skill proficiencies.
We continue to remain committed to refining and improving our data discussions, and building consensus on those data indicators that are most valuable in making instructional decisions and promoting student achievement/growth.	Teachers growth and understanding of data terms and use will promote their professional development in understanding how to use data to inform instruction and to advance student achievement/growth.
We continue to strategically identify specific critical academic skills and means	Measuring the most impactful skill competencies will enable us

of measuring those skills to evaluate our instructional efficacy.	to accelerate growth.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Having a shared commitment to and buy in of our instructional routines and practices is critical to fidelity of practice execution, which in turn is critical for student outcomes.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will prioritize improving student attendance through parent discussion opportunities, parent engagement activities, and student attendance reinforcement/reward quarterly and annual programs.
	We will enlist student active achievement and growth ownership through student/teacher; student/parent; and independent student charting and monitoring of regular curriculum based assessment measurements of fluency measures in reading.

Goal Setting

Priority: We will prioritize improving student attendance through parent discussion opportunities, parent engagement activities, and student attendance reinforcement/reward quarterly and annual programs.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year, we will hold a total of a minimum of twelve parent/student engagement activities.			
Measurable Goal Nickname (35 Character Max)			
Parent engagement goal.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Three to four parent engagement events during the 1st quarter.	Three to four three parent engagement events during the 2nd quarter	Three to four parent engagement events during the 3rd quarter	Three to four parent engagement events during the 4th quarter

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
We will record, track and chart student attendance within each of our classrooms to reduce our number of students with 10 or more school absences over the school year by 50%. Last year, 50% of our students had accrued 10 or more absences over the school year. This year our goal is to have less than 25% of our students with a total of 10 or more absences.			
Measurable Goal Nickname (35 Character Max)			
School attendance goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% of students with two or fewer absences	80% of students with four or fewer absences	80% of students with seven or fewer absences	80% of students with fewer than ten absences.

Priority: We will enlist student active achievement and growth ownership through student/teacher; student/parent; and independent student charting and monitoring of regular curriculum based assessment measurements of fluency measures in reading.

Outcome Category
English Language Growth and Attainment

Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year, 85% of our 1st grade students will be able to read a grade level reading passage at a rate of 70 words read correctly per minute.			
Measurable Goal Nickname (35 Character Max)			
End of year oral reading fluency goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the 1st quarter, 85% of our 1st grade students will be able to read 25 words correctly per minute.	By the end of the 2nd quarter, 85% of our 1st grade students will be able to read 40 words correctly per minute.	By the end of the 3rd quarter, 85% of our 1st grade students will be able to read 55 words correctly per minute.	By the end of the 3rd quarter, 85% of our 1st grade students will be able to read 70 words correctly per minute.

Action Plan

Measurable Goals

School attendance goal	Parent engagement goal.
End of year oral reading fluency goal	

Action Plan For: Enhanced Core Reading Instruction routines

Measurable Goals:
By the end of the 2025-2026 school year, 85% of our 1st grade students will be able to read a grade level reading passage at a rate of 70 words read correctly per minute.

Action Step		Anticipated Start/Completion Date	
ECRI training for our new teachers		2025-08-11	2025-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Michelle Kozakiewicz	ECRI manual	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in student oral reading fluency	1st grade classroom teachers, intervention specialist, and learning support teachers will complete curriculum based oral reading fluency probes monthly to measure students' oral reading fluency.

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	Enhanced Core Reading Instruction routines	ECRI training and materials	\$6,384.25
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Enhanced Core Reading Instruction routines	ECRI training for our new teachers

ECRI training for our new teachers

Action Step		
• ECRI training for our new teachers		
Audience		
Ms. Abigail Cox; Mr. Nicholas Miller; Mr. Christian Korba		
Topics to be Included		
Enhanced Core Reading Instruction training and follow up coaching sessions		
Evidence of Learning		
Sign in sheets and powerpoint presentations; coaching feedback notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
Michelle Kozakiewicz/Catapult ECRI trainer professional	2025-08-11	2025-10-31

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Three sessions: one all-day formal training session; two half day observation and coaching feedback sessions
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
Building Principal Signature	Date
Ronald Heitchue	2025-08-14
School Improvement Facilitator Signature	Date