

C E Cole Intermediate Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
C E Cole Intermediate School		114065503
Address 1		
3630 Kutztown Road		
Address 2		
City	State	Zip Code
Reading	PA	19605
Chief School Administrator		Chief School Administrator Email
Dr. Joseph Macharola		macharolaj@muhlsdk12.net
Principal Name		
Janet Heilman		
Principal Email		
heilmanj@muhlsdk12.net		
Principal Phone Number		Principal Extension
6109218212		2013
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Cathy A. Shappell		shappelle@muhlsdk12.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Janet Heilman	Principal	C E Cole Principal	heilmanj@muhlsdk12.net
Cathy Shappell	District Level Leaders	Muhlenberg School District	shappellc@muhlsdk12.net
BJ Dramby	Assistant Principal	C E Cole/Asst Principal	drambyw@muhlsdk12.net
Nicole Huntbach	Director of Special Education	Muhlenberg School District	huntbackn@muhlsdk12.net
Garrett Hyneman	School Board Member	Muhlenberg School District	hynemang@muhlsdk12.net
Shannon Painter	Teacher	C E Cole Intermediate School	painters@muhlsdk12.net
Amy Chiarelli	Instructional Coach	Muhlenberg School District	chiarellia@muhlsdk12.net
Jenna Jusists	Teacher	C E Cole Intermediate School	jusistsj@muhlsdk12.net
Dan Fair	Math Teacher	C E Cole Intermediate School	faird@muhlsdk12.net
Kamila DeAngelis	Parent	Muhlenberg School District	kamila.deangelis@gmail.com
Tanisha Chopra	Parent	Muhlenberg School District	tanisha.gakhar@gmail.com
Justin Storch	Parent	Muhlenberg School District	storchj@readingsd.org
Marci Harr	Parent	Muhlenberg School District	TheHarrFamily95@gmail.com
Kyle Crater	Community Member	Parent/Director	craterk@muhlsdk12.net
Emily Carmichael	Other	School Social Worker	carmichael@muhlsdk12.net

Vision for Learning

Vision for Learning

C E Cole Intermediate School is incredibly responsible for investing and growing our children academically, socially, and productively with care and respect. Our rich cultural enrollment only supports the hope and promise for all children to pursue the American dream. Our core purpose is to establish a community of learners and learning, through relationships, relevance, and rigor, one student at a time. C.E. Cole has a schoolwide goal of continued growth, specifically in literacy and math, and success for all students.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Mathematics/Algebra All Student Group met or Exceeded the Standard , Demonstrating Growth	Our academic growth score was 89. This is above the statewide growth score of 74.9
English Language Arts/Literature Demonstrating Growth	Our academic growth score was 79. This is above the statewide growth score of 75.4

Challenges

Indicator	Comments/Notable Observations
English Language Arts Percent Pro or Adv	School average in 23-24 is 30.7% which is significantly lower than the statewide average at 53.9%
Mathematics Percent Pro or Adv	School average in 23-24 is 21.6% which is significantly lower than the statewide average at 40.2%

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ELA Growth ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations In ELA Growth measured in 23-24 for our students with disabilities was in blue trending up at 98.
Indicator Math Growth ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations In math growth measured in 23-24 the economically disadvantaged group was on pace with the all-student group in the blue at 89.
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ELA Percent Proficient and Advanced ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The subgroup of Students with Disabilities is measuring in 23-24 at 9.6% well below the all student group
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Indicator	Comments/Notable Observations
Math Percent Proficient and Advanced ESSA Student Subgroups Students with Disabilities	All student groups are trending down in mathematics proficiency.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Mathematics/Algebra All Student Group met or Exceeded the Standard , Demonstrating Growth
English Language Arts/Literature Demonstrating Growth

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Mathematics proficiency for all student subgroups is trending down
ELA proficiency all sugroups are in the red
Implementing a true MTSS system in this building, we are anticipating closing the gap between the white subgroup and all others

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT was administered 2 x in the 23-24 SY in grades 4 to 6	To continue administering CDT and use the data to build a stronger intervention plan. Will add quarterly TDAs to help monitor free response
CDT was administered twice in the 24-25 SY	We use CDT, however, it is not testing all the anchors on the PSSA
Dibels 8 is used to get a BOY, MOY, EOY	We saw some growth through progress monitoring

English Language Arts Summary

Strengths

We continue to monitor all our data and cross-reference to the enrollment date. New students to our building are tracked and given additional support using reading specialists, special education teachers, EL teachers, and paraprofessionals.
To continue administering CDT and use the data to build a stronger intervention plan.
The challenge in reading is getting enough reading specialists to work with our neediest readers. We have 2 reading specialist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.
Enrollment continues to increase in this building. During the 23-24 SY, 1 out of every 2 new students in this building were identified as IEP and/or ELL. Our student-to-teacher ratio for ELs and IEPs continues to challenge compliance. We need more ESL and IEP teachers to achieve our mission and vision.

Challenges

The challenge in reading is getting enough reading specialists to work with our neediest readers. We have 2 reading specialist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.
Enrollment continues to increase in this building. During the 23-24 SY, 1 out of every 2 new students in this building were identified as IEP and/or ELL. Our student-to-teacher ratio for ELs and IEPs continues to challenge compliance. We need more ESL and IEP teachers to achieve our mission and vision.

Mathematics

Data	Comments/Notable Observations
2024-25 CDT Data	Grade 5 showed growth from CDT 1 to 2
Firefly pilot in 24-25	Will now administer Firefly to all math grades 4, 5, and 6

Mathematics Summary

Strengths

We continue to monitor all our data and cross-reference to the enrollment date. New students to our building are tracked and given additional support using special education teachers, EL teachers, and paraprofessionals.
Enrollment continues to increase in this building. During the 24-25 SY, 1 out of every 2 new students in this building were identified as IEP and/or ELL. Our student-to-teacher ratio for ELs and IEPs continues to challenge compliance. We need more ESL and IEP teachers to achieve our mission and vision.

Challenges

in 24-25 we administered the Science CDT to our 5th grade students
First year of science teachers using open sci ed.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
in 24-25 we administered the Science CDT to our 5th grade students	First year of science teachers using ope sci ed.
24-25 experience the challenge of teaching science every day. There are not enough special ed teachers to offer push-in support during our science block. More Special Ed teachers would greatly impact our progress	Our special ed enrollment numbers are climbing, and we do not have enough SpEd teachers to push in the science block

Science, Technology, and Engineering Education Summary

Strengths

In 24-25 we introduced the new science standards.5 All classrooms will have science taught every day from day 1.

Challenges

The challenge with science will always be time and only grade 5 in this building being tested. A 30-minute intervention period a day will always focus on math and reading needs. If we can adjust the 5th intervention to include a science intervention this would greatly impact our progress in closing the learning gap.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Portfolio to collect the Career Standards Benchmark.	We have started a digital portfolio for every child in grades 4 to 6. We are collecting at least 2 pieces of career readiness evidence.

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.

Strength in the area of the career standards benchmark is the portfolio for every child. We have 100% of our students submitting at least two pieces of evidence to their digital portfolio

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.

This building percent career benchmark in 23-24 was 99.7%, well above the statewide average. Our goal is 100%, the challenge for our district is the transiency of our students. We need to make sure every student has the opportunity to provide evidence of the career standards.

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/WIDA	This building is schoolwide. All students are served by Title I dollars.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	The white subgroup is the highest-performing of all the subgroups
Black	The Black subgroup is only 3% lower than the all-student group in both math and ELA. Our MTSS implementation will help bring consistency for intervention for all students.
Hispanic	The Hispanic subgroup is our largest demographic in the Muhlenberg School District. On the 24-25 Future Ready ELA Target, this subgroup maintained the same proficiency level as the year before. No other subgroup did that. In Math, the Hispanic subgroup improved in proficiency from the year before.

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 English Language Growth and Attainment score is still above the statewide average.
All IEP students are fully included in CORE content and will have small group instruction with a Special Education teacher
This building will be implementing MTSS for the 25-26 SY through grant funding with PaTTAN

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.

25-26 is the first full year of implementing a true MTSS system in this building. If MTSS does what it intends, we should see our reading scores improve with all students.
IEP challenges by meeting a students IEP and also limiting the time a student is pulled from academic classes All special ed teachers will be trained with all staff on MTSS
The Hispanic population continues to rise quicker than any other subgroup. Our challenge will be to make sure all students have equal access to our materials and we ensure all students receive what they need.

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	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

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	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

We use a dedicated intervention time in this building with Reading Specialists delivering Tier 3 intervention. This data is gathered through benchmarking using CDT. Progress monitoring and goals are developed by classroom teachers, ESL and Special Education teachers

MSD only uses formal observations and walk-throughs as consistent support of all teachers.

We use instructional coaches and administrators to deliver professional development. Our needs are determined by teachers using a needs assessment.

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?

We continue to add intervention time which is 30 minutes outside of CORE instruction time. However, the CORE block is reduced.

We have only one math interventionist assigned to this building. We need more interventionists to continue meeting all Tier 3 students.

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
Mathematics/Algebra All Student Group met or Exceeded the Standard , Demonstrating Growth	False
English Language Arts/Literature Demonstrating Growth	False
We continue to monitor all our data and cross-reference to the enrollment date. New students to our building are tracked and given additional support using reading specialists, special education teachers, EL teachers, and paraprofessionals.	True
To continue administering CDT and use the data to build a stronger intervention plan.	True
In 24-25 we introduced the new science standards.5 All classrooms will have science taught every day from day 1.	False
We continue to monitor all our data and cross-reference to the enrollment date. New students to our building are tracked and given additional support using special education teachers, EL teachers, and paraprofessionals.	False
Enrollment continues to increase in this building. During the 24-25 SY, 1 out of every 2 new students in this building were identified as IEP and/or ELL. Our student-to-teacher ratio for ELs and IEPs continues to challenge compliance. We need more ESL and IEP teachers to achieve our mission and vision.	False
This building will be implementing MTSS for the 25-26 SY through grant funding with PaTTAN	True
Strength in the area of the career standards benchmark is the portfolio for every child. We have 100% of our students submitting at least two pieces of evidence to their digital portfolio	False
Our English Language Growth and Attainment score is still above the statewide average.	False
All IEP students are fully included in CORE content and will have small group instruction with a Special Education teacher	False
We use a dedicated intervention time in this building with Reading Specialists delivering Tier 3 intervention. This data is gathered through benchmarking using CDT. Progress monitoring and goals are developed by classroom teachers, ESL and Special Education teachers	True
MSD only uses formal observations and walk-throughs as consistent support of all teachers.	False
We use instructional coaches and administrators to deliver professional development. Our needs are determined by teachers using a needs assessment.	False
The challenge in reading is getting enough reading specialists to work with our neediest readers. We have 2 reading specialist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.	False
Enrollment continues to increase in this building. During the 23-24 SY, 1 out of every 2 new students in this building were identified as IEP and/or ELL. Our student-to-teacher	False

ratio for ELs and IEPs continues to challenge compliance. We need more ESL and IEP teachers to achieve our mission and vision.	
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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
ELA proficiency all subgroups are in the red	True
Implementing a true MTSS system in this building, we are anticipating closing the gap between the white subgroup and all others	True
Mathematics proficiency for all student subgroups is trending down	True
in 24-25 we administered the Science CDT to our 5th grade students	False
First year of science teachers using open sci ed.	False
This building percent career benchmark in 23-24 was 99.7%, well above the statewide average. Our goal is 100%, the challenge for our district is the transiency of our students. We need to make sure every student has the opportunity to provide evidence of the career standards.	False
The Hispanic population continues to rise quicker than any other subgroup. Our challenge will be to make sure all students have equal access to our materials and we ensure all students receive what they need.	False
IEP challenges by meeting a students IEP and also limiting the time a student is pulled from academic classes All special ed teachers will be trained with all staff on MTSS	False
We continue to add intervention time which is 30 minutes outside of CORE instruction time. However, the CORE block is reduced.	True
The challenge with science will always be time and only grade 5 in this building being tested. A 30-minute intervention period a day will always focus on math and reading needs. If we can adjust the 5th intervention to include a science intervention this would greatly impact our progress in closing the learning gap.	False
The challenge in reading is getting enough reading specialists to work with our neediest readers. We have 2 reading specialist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.	False
We have only one math interventionist assigned to this building. We need more interventionists to continue meeting all Tier 3 students.	False
Enrollment continues to increase in this building. During the 23-24 SY, 1 out of every 2 new students in this building were identified as IEP and/or ELL. Our student-to-teacher ratio for ELs and IEPs continues to challenge compliance. We need more ESL and IEP teachers to achieve our mission and vision.	False
25-26 is the first full year of implementing a true MTSS system in this building. If MTSS does what it intends, we should see our reading scores improve with all students.	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.

The schoolwide planning team met Fall 2025 along with a Title I parent and family engagement. The most notable from both teams that has greatly improved is our communication, gathering feedback from all stakeholders. Everyone acknowledges the biggest challenge is our growing enrollment. We are adding one more classroom teacher to be 12 classes per grade. However, only reduces our class sizes down to 27 from 30. The need arises from our specialists. We saw achievement growth in both reading and math in grade 3 on the 2024 PSSA. That building did house 5 reading specialists and 2 math interventionists. Compare to this building which had 1.5 reading specialists and no math interventionists. We have moved a second reading specialist and one math interventionist, and a dedicated instructional coach for the 25-26 SY. Our goal is to see improvement in our plan by addressing the challenges that were identified. With MTSS being implemented consistently and tiered groups identified by data, we are hopeful we can begin to overcome our challenges.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA proficiency all subgroups are in the red	Implementing a dedicated WIN block focused on reading	True
Implementing a true MTSS system in this building, we are anticipating closing the gap between the white subgroup and all others		False
Mathematics proficiency for all student subgroups is trending down		False
We continue to add intervention time which is 30 minutes outside of CORE instruction time. However, the CORE block is reduced.	Need to develop a coordinated effort on how specialists will work with Tier 3 students in math and reading	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
We continue to monitor all our data and cross-reference to the enrollment date. New students to our building are tracked and given additional support using reading specialists, special education teachers, EL teachers, and paraprofessionals.	
To continue administering CDT and use the data to build a stronger intervention plan.	
This building will be implementing MTSS for the 25-26 SY through grant funding with PaTTAN	
We use a dedicated intervention time in this building with Reading Specialists delivering Tier 3 intervention. This data is gathered through benchmarking using CDT. Progress monitoring and goals are developed by classroom teachers, ESL and Special Education teachers	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We are in our 3rd year of a new literacy program, will continue to progress monitor for reading skills. An emphasis will be placed on constructed response on a computer, preparing for online testing
	We need to align all resource teachers and intervention time to maximize the time with our neediest students.

Goal Setting

Priority: We are in our 3rd year of a new literacy program, will continue to progress monitor for reading skills. An emphasis will be placed on constructed response on a computer, preparing for online testing

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the academic year, 50% of students in grades 4 to 6 will demonstrate proficiency in solving free-response mathematics questions, as evidenced by scoring at least 80% on free-response quarterly benchmarks.			
Measurable Goal Nickname (35 Character Max)			
Mathematics Free-Response Using Quarterly Released Item Prompts			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
70%	75%	80%	85%

Priority: We need to align all resource teachers and intervention time to maximize the time with our neediest students.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
The Director of Special Ed and the Director of Curriculum and Instruction will meet regularly with the building administration to review intervention groups and plans. The goal will be to increase the number of students seen in an appropriate intervention group based on the students needs. We will use CDT to diagnose and place in appropriate intervention small groups. Firefly will be used to benchmark those students not on grade level. The end goal will be to reduce the students that need a second Firefly assessment			
Measurable Goal Nickname (35 Character Max)			
MTSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% on grade level	30% on grade level	40% on grade level	50% on grade level

Action Plan

Measurable Goals

Mathematics Free-Response Using Quarterly Released Item Prompts	MTSS
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Action Plan For: Formative Assessment with Standards-Aligned Constructed Response Tasks

<p>Measurable Goals:</p> <ul style="list-style-type: none"> The Director of Special Ed and the Director of Curriculum and Instruction will meet regularly with the building administration to review intervention groups and plans. The goal will be to increase the number of students seen in an appropriate intervention group based on the students needs. We will use CDT to diagnose and place in appropriate intervention small groups. Firefly will be used to benchmark those students not on grade level. The end goal will be to reduce the students that need a second Firefly assessment By the end of the academic year, 50% of students in grades 4 to 6 will demonstrate proficiency in solving free-response mathematics questions, as evidenced by scoring at least 80% on free-response quarterly benchmarks.

Action Step		Anticipated Start/Completion Date	
Step 1: Create quarterly benchmarks in mathematics for students in grades 4 to 8 Step 2: Add the benchmarks to the assessment calendar Step 3: Instructional coaches offer PD to teachers administering the benchmarks		2025-10-01	2026-05-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Director of C&I/Instructional Coach	edInsight to administer assessment; student devices/scoring rubrics	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reduce the number of zeros on the PSSA/Keystone constructive response	Prompts done quarterly, scores loaded into edInsight, data review through PLC

Action Plan For: Responsive Instruction Through Multi-Tiered Supports

<p>Measurable Goals:</p> <ul style="list-style-type: none"> The Director of Special Ed and the Director of Curriculum and Instruction will meet regularly with the building administration to review intervention groups and plans. The goal will be to increase the number of students seen in an appropriate intervention group based on the students needs. We will use CDT to diagnose and place in appropriate intervention small groups. Firefly will be used to benchmark those students not on grade level. The end goal will be to reduce the students that need a second Firefly assessment

Action Step		Anticipated Start/Completion Date	
1. Gather data on teacher classes, using benchmarks Dibels 82. All reading Specialists, instructional coaches, special ed teachers and ESL teachers give a BOY, MOY, and EOY benchmark 3. Data teams convene to create and recreate student groups, placing them in the proper tier.		2025-09-22	2026-05-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Director of C&I/Instructional Coach	mclass/Dibels 8interventionists and specialists to administer benchmarks ipads for teachers assessing	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement by at least 5% on reading PSSA by the building, as measured by the future ready.	Three benchmarks given a year. Assessors are reading specialists, instructional coaches, SpEd teachers, and ESL teachers.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Formative Assessment with Standards-Aligned Constructed Response Tasks	Cole salaries and supplies	313703
Other Expenditures	<ul style="list-style-type: none">Formative Assessment with Standards-Aligned Constructed Response Tasks	Cole counselor and coach salary	87872
Other Expenditures	<ul style="list-style-type: none">Formative Assessment with Standards-Aligned Constructed Response Tasks	Split of PFE set aside	6401
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">Formative Assessment with Standards-Aligned Constructed Response Tasks	Transfer from II and IV	138602
Total Expenditures			546578

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Formative Assessment with Standards-Aligned Constructed Response Tasks	Step 1: Create quarterly benchmarks in mathematics for students in grades 4 to 8 Step 2: Add the benchmarks to the assessment calendar Step 3: Instructional coaches offer PD to teachers administering the benchmarks
Responsive Instruction Through Multi-Tiered Supports	1. Gather data on teacher classes, using benchmarks Dibels 82. All reading Specialists, instructional coaches, special ed teachers and ESL teachers give a BOY, MOY, and EOY benchmark 3. Data teams convene to create and recreate student groups, placing them in the proper tier.

Crack the Code: Using Data to Power Practice

Audience		
All testing teachers		
Topics to be Included		
How to use data to inform instruction. Data from CDT, Firefly, and quarterly CR prompts		
Evidence of Learning		
Meeting quarterly goals, walkthroughs, data meetings, PLCs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Janet Heilman	2025-08-20	2026-05-01

Learning Format

Type of Activities	Frequency
Inservice day	4 days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
• PDE BOARD AFFIRMATION STATEMENT SCHOOL PLANS 25-26 SY MEC & COLE (1).pdf

Chief School Administrator	Date
Building Principal Signature	Date
Dr. Janet C. Heilman	2025-12-04
School Improvement Facilitator Signature	Date
Cathy Shappell	2025-12-04