

Conneaut Lake-Sadsbury El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Conneaut Lake-Sadsbury El Sch		105201033
Address 1		
630 Line Street Box AB		
Address 2		
City	State	Zip Code
Conneaut Lake	PA	16316
Chief School Administrator		Chief School Administrator Email
Dr Adam Jardina		adam.jardina@conneautsd.org
Principal Name		
Doug Parks		
Principal Email		
dparks@conneautsd.org		
Principal Phone Number		Principal Extension
814-683-5900		3225
School Improvement Facilitator Name		School Improvement Facilitator Email
Yvonne Teed		yvonne.teed@conneautsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Doug Parks	Principal	Conneaut Lake Elementary	dparks@conneautsd.org
Susie Kline	Elementary Teacher	Conneaut Lake Elementary	skline@conneautsd.org
Jennifer Storll	Elementary Teacher	Conneaut Lake Elementary	jstorll@conneautsd.org
Marty Agnew	Title 1 Aide	Conneaut Lake Elementary	magnew@conneautsd.org
Kristen Bazylak	School Counselor	Conneaut Lake Elementary	kbazylak@conneautsd.org
Lois Byham	Title 1 Reading Teacher	Conneaut Lake and Conneaut Valley Elementary Schools	lbyham@conneautsd.org
Debbie Hatheway	Title 1 Reading Teacher	Conneaut Lake Elementary	dhatheway@conneautsd.org
Yvonne Teed	Director of Federal Programs/Curriculum	Conneaut School District	yvonne.teed@conneautsd.org
Juliet Martsolf	Community Member	Conneaut Lake Elementary	alsmelons@yahoo.com
Jes Ellis	Parent	Conneaut Lake Elementary	ellis.jessic@gmail.com

Vision for Learning

Vision for Learning

A community where all recognize and fulfill their unique potential to contribute to a globally connected 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	False 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
All Student Group scored 49.3% scored proficient in Math.	This is higher than the state average of 40.2%.
All Student Group scored 89.1% proficient or in Science.	Our Science achievement score of 89.1% was higher than the state average of 59.2%.
All Student Group scored 57.5% proficient in ELA.	Our ELA achievement score of 57.5% was higher than the state average of 53.9%.
78 Growth score for the ALL Student Group in ELA	75.4 State average
100 Growth score for the All Student Group in Science.	74.7 State average
72 Growth score for the All Student Group in Math.	

Challenges

Indicator	Comments/Notable Observations
All Student Group did not meet the ELA school goal for achievement. 57.5% of our students scored proficient/advanced in ELA. This does not meet our goal of 71.5%	State average for ELA is 53.9%
All Student Group did not meet the Math school goal for achievement. 49.3% of our students scored proficient/advanced in math. This does not meet our goal of 57.6%	State average for Math is 40.2%

Proficient or Advanced in Mathematics/Algebra

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

Strengths

<p>Indicator 89.3% of economically disadvantaged students scored proficient/advanced on the Science PSSA.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations Our interim growth target was 74.2%</p>
<p>Indicator 100.0 - Academic growth score in Science for students identified as economically disadvantaged.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations</p>
<p>Indicator 78.0 - Academic growth score in Mathematics for students identified as economically disadvantaged.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations</p>
<p>Indicator 81.0 - Academic growth score in ELA for students identified as economically disadvantaged.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations</p>

Challenges

<p>Indicator Our IEP Special Education Student Group did not meet our school goal in achievement for ELA with 23.5% proficient/advanced.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations Our expected achievement rate is 39.5% for our IEP Special Education Group.</p>
<p>Indicator Our Economically Disadvantaged Group did not meet our school goal in achievement for ELA. This group scored 46.0% proficient/advanced.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations Our expected achievement rate is 66.1% for our Economically Disadvantaged Group.</p>

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. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

All Student Group scored higher than the state average in Science. 89.1% scored proficient or advanced in Science.
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81.0 - Academic growth score in ELA for students identified as economically disadvantaged.
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All Student Group scored higher than the state average in ELA. 57.5% scored proficient or advanced in ELA.
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Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Our IEP Special Education Student Group did not meet our school goal in achievement for ELA with 23.5% proficient/advanced.

Our Economically Disadvantaged Group did not meet our school goal in achievement for ELA. This group scored 46.0% proficient/advanced.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
i-Ready - Personalized Learning	i-Ready finds and fixes learning gaps with the power of personalized learning. i-Ready's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.
i-Ready Diagnostic	All Students in grades K-5 will be benchmarked 3 times a year.
STAR	This assessment provides diagnostic information along with a reading level that assist teacher in their planning for instructions and also encourages the student to read books at their reading level.
Wonders Reading Series	Teachers use the assessments that accompany our reading series as formative assessments to guide their instruction.
Firefly Assessment	Students in 3rd -5th will take the Firefly Benchmark 2 times before the PSSA

English Language Arts Summary

Strengths

Teachers will use the data collected from i-Ready benchmark assessments to guide students in setting goals to reach or exceed on grade level achievement. Growth will be emphasized at all achievement levels.
The Star Reading Assessment helps teachers identify students ZPD and with this data they can encourage students to select books that are at or slightly above their reading level through our Accelerated Reader Program coding.
i-Ready's personalized learning pathways allows students to work on a personalized learning pathway to reach or exceed the expected grade level achievement. The pathways are create using data from benchmark assessments to put students on an efficient path toward proficiency.
Students will take the Firefly 2 times before the PSSA allowing students to see the online test format and tools while allowing teachers to adjust instruction based on the data.

Challenges

i-Ready will need to be used consistently across all classrooms. Focusing on the data provided at each assessment, allowing the students sufficient time to work on the personalized pathway, and reinforcing growth for each child will be critical. Our students with disabilities and economically disadvantaged students will be closely monitored throughout the year to ensure we are closing the achievement gap.
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Mathematics

Data	Comments/Notable Observations
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i-Ready Diagnostic	All Students in grades K-5 will be benchmarked 3 times a year.
i-Ready - Personalized Learning	i-Ready finds and fixes learning gaps with the power of personalized learning. i-Ready's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.
My Math Series	Teachers can use the My Math formative assessments to check student understanding and guide their instruction.
Firefly Assessment	Students in 3rd -5th will take the Firefly Benchmark 2 times before the PSSA

Mathematics Summary

Strengths

i-Ready's personalized learning pathways allows students to work on a personalized learning pathway to reach or exceed the expected grade level achievement. The pathways are create using data from benchmark assessments to put students on an efficient path toward proficiency.
Teachers will use the data collected from i-Ready benchmark assessments to guide students in setting goals to reach or exceed on grade level achievement. Growth will be emphasized at all achievement levels.
Students will take the Firefly 2 times before the PSSA allowing students to see the online test format and tools while allowing teachers to adjust instruction based on the data.

Challenges

i-Ready will need to be used consistently across all classrooms. Focusing on the data provided at each assessment, allowing the students sufficient time to work on the personalized pathway, and reinforcing growth for each child will be critical. Our students with disabilities and economically disadvantaged students will be closely monitored throughout the year to ensure we are closing the achievement gap.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDTs	CDTs are given three times per year and help teachers identify skills and concepts that need taught and allow students to self-reflect on their growth. Students lead conferences and set goals for their learning based upon the results.

Science, Technology, and Engineering Education Summary

Strengths

CDT data is closely aligned to the PSSA.
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Challenges

The CDT provides excellent data that is closely aligned with the PSSA although it is time consuming. Focusing on the assessment data from

the CDT to guide our instruction will benefit our economically disadvantaged students show growth in their achievement.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Career Zone	Used with 3rd, 4th, and 5th grade for interest inventories.
Grade Level Artifacts	Collected by the guidance counselor for each grade level.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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.

PA Career Zone is used across grade levels.

Students will have a career portfolio.
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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.

Terminology is challenging for younger students.
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Organizing, storing, and keeping continuity across grade levels spans.
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Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
i-Ready Diagnostic Data	Results guide instruction and are shared with the student. Growth is emphasized. Teachers use the data to guide their instruction to close achievement gaps and help students achieve on grade level.
F and P bench marking and running records.	F and P may be an additional assessment used with our students that are struggling to read because the teachers closely interacts with the student during the reading process to identify where the readers is making errors.
i-Ready Personalized Learning Pathway Data	Teachers will monitor student's data with a focus on the ED and Spec Ed populations.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
i-Ready Diagnostic Data	Results guide instruction and are shared with the student. Growth is emphasized. Teachers use the data to guide their instruction to close achievement gaps and help students achieve on grade level.
i-Ready Personalized Learning Pathway Data	This is an excellent tool to use with our students to personalize learning based on the built in assessments and the tailored instruction to fill gaps in student skills. Teachers will monitor student's data with a focus on the ED and Spec Ed populations.

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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.

i-Ready diagnostic data will allow teachers to pinpoint instruction for students within each of the identified student groups listed in this plan.
i-Ready personalized learning pathway data allows teachers to pinpoint instruction for students within each of the identified student groups listed in this plan. In addition, this data can be used to create individualized learning pathways for students within these subgroups.

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.

i-Ready finds and fixes learning gaps with the power of personalized learning. i-Ready's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.
This will be our third year using the i-Ready diagnostic assessments, data reports, and personalized learning software. New teachers will need to be trained in how to administer the assessments and use the data in a meaningful manner (closing achievement gaps).

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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?

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
All Student Group scored higher than the state average in ELA. 57.5% scored proficient or advanced in ELA.	True
All Student Group scored higher than the state average in Science. 89.1% scored proficient or advanced in Science.	True
81.0 - Academic growth score in ELA for students identified as economically disadvantaged.	True
Teachers will use the data collected from i-Ready benchmark assessments to guide students in setting goals to reach or exceed on grade level achievement. Growth will be emphasized at all achievement levels.	False
The Star Reading Assessment helps teachers identify students ZPD and with this data they can encourage students to select books that are at or slightly above their reading level through our Accelerated Reader Program coding.	False
i-Ready's personalized learning pathways allows students to work on a personalized learning pathway to reach or exceed the expected grade level achievement. The pathways are create using data from benchmark assessments to put students on an efficient path toward proficiency.	False
Teachers will use the data collected from i-Ready benchmark assessments to guide students in setting goals to reach or exceed on grade level achievement. Growth will be emphasized at all achievement levels.	False
i-Ready's personalized learning pathways allows students to work on a personalized learning pathway to reach or exceed the expected grade level achievement. The pathways are create using data from benchmark assessments to put students on an efficient path toward proficiency.	False
CDT data is closely aligned to the PSSA.	False
PA Career Zone is used across grade levels.	False
Students will have a career portfolio.	False
i-Ready diagnostic data will allow teachers to pinpoint instruction for students within each of the identified student groups listed in this plan.	True
Students will take the Firefly 2 times before the PSSA allowing students to see the online test format and tools while allowing teachers to adjust instruction based on the data.	True
Students will take the Firefly 2 times before the PSSA allowing students to see the online test format and tools while allowing teachers to adjust instruction based on the data.	False

i-Ready personalized learning pathway data allows teachers to pinpoint instruction for students within each of the identified student groups listed in this plan. In addition, this data can be used to create individualized learning pathways for students within these subgroups.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
	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
Our IEP Special Education Student Group did not meet our school goal in achievement for ELA with 23.5% proficient/advanced.	True
Our Economically Disadvantaged Group did not meet our school goal in achievement for ELA. This group scored 46.0% proficient/advanced.	True
i-Ready will need to be used consistently across all classrooms. Focusing on the data provided at each assessment, allowing the students sufficient time to work on the personalized pathway, and reinforcing growth for each child will be critical. Our students with disabilities and economically disadvantaged students will be closely monitored throughout the year to ensure we are closing the achievement gap.	False
Organizing, storing, and keeping continuity across grade levels spans.	False
The CDT provides excellent data that is closely aligned with the PSSA although it is time consuming. Focusing on the assessment data from the CDT to guide our instruction will benefit our economically disadvantaged students show growth in their achievement.	False
i-Ready will need to be used consistently across all classrooms. Focusing on the data provided at each assessment, allowing the students sufficient time to work on the personalized pathway, and reinforcing growth for each child will be critical. Our students with disabilities and economically disadvantaged students will be closely monitored throughout the year to ensure we are closing the achievement gap.	False
i-Ready finds and fixes learning gaps with the power of personalized learning. i-Ready's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.	False
This will be our third year using the i-Ready diagnostic assessments, data reports, and personalized learning software. New teachers will need to be trained in how to administer the assessments and use the data in a	False

meaningful manner (closing achievement gaps).	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Terminology is challenging for younger 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.

Our data indicates that focusing on our students identified with a disability and our economically disadvantaged student groups we should be able to narrow the achievement gaps and improve our overall growth and achievement in ELA.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Our IEP Special Education Student Group did not meet our school goal in achievement for ELA with 23.5% proficient/advanced.	Helping students identified with a disability make steady growth is critical in helping these students succeed in life.	True
Our Economically Disadvantaged Group did not meet our school goal in achievement for ELA. This group scored 46.0% proficient/advanced.	66.1% was our target for this subgroup.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
i-Ready diagnostic data will allow teachers to pinpoint instruction for students within each of the identified student groups listed in this plan.	
i-Ready personalized learning pathway data allows teachers to pinpoint instruction for students within each of the identified student groups listed in this plan. In addition, this data can be used to create individualized learning pathways for students within these subgroups.	Keeping students focused on goals for continual growth is essential for closing the achievement gap.
All Student Group scored higher than the state average in ELA. 57.5% scored proficient or advanced in ELA.	
All Student Group scored higher than the state average in Science. 89.1% scored proficient or advanced in Science.	
81.0 - Academic growth score in ELA for students identified as economically disadvantaged.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	
Students will take the Firefly 2 times before the PSSA allowing students to see the online test format and tools while allowing teachers to adjust instruction based on the data.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To increase the success of our students with disabilities group teachers will consistently use benchmark assessment data to guide their instruction. Using i-Ready will allow staff to efficiently identify areas that students need additional

	instruction in an effort to ensure grade level achievement.
	To increase the success of our economically disadvantaged group teachers will consistently use benchmark assessment data to guide their instruction. Using i-Ready will allow staff to efficiently identify areas that students need additional instruction in an effort to ensure grade level achievement.

Goal Setting

Priority: To increase the success of our students with disabilities group teachers will consistently use benchmark assessment data to guide their instruction. Using i-Ready will allow staff to efficiently identify areas that students need additional instruction in an effort to ensure grade level achievement.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Educators will use assessment data to guide our students with disabilities subgroup to meet or exceed our building goal of 39.5% proficient on the 2026 PSSA in ELA.			
Measurable Goal Nickname (35 Character Max)			
Effective use of data to drive instruction with a focus on the students with disabilities subgroup.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete the iReady baseline assessment in ELA.	50% of the students within this subgroup will demonstrate a trajectory to meet their typical growth goal on iReady.	75% of students within this subgroup will meet their typical growth goal for the year.	The percentage of students scoring Prof./Adv. in our Students with Disabilities Subgroup will meet or exceed our interim school goal of 39.5%.

Priority: To increase the success of our economically disadvantaged group teachers will consistently use benchmark assessment data to guide their instruction. Using i-Ready will allow staff to efficiently identify areas that students need additional instruction in an effort to ensure grade level achievement.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Educators will use assessment data to guide our economically disadvantaged subgroup to meet or exceed our building goal of 66.1% proficient on the 2026 PSSA in ELA.			
Measurable Goal Nickname (35 Character Max)			
Effective use of data to drive instruction in ELA with a focus on the economically disadvantaged subgroup.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete the iReady baseline assessment in ELA.	75% of the students within this subgroup will demonstrate a trajectory to meet their typical growth goal on iReady.	95% of students within this subgroup will meet their typical growth goal for the year.	The percentage of students scoring Prof./Adv. in our Economically Disadvantaged Subgroup will meet or exceed our interim school goal of 66.1%.

Action Plan

Measurable Goals

Effective use of data to drive instruction with a focus on the students with disabilities subgroup.	Effective use of data to drive instruction in ELA with a focus on the economically disadvantaged subgroup.
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Action Plan For: Effective use of data

Measurable Goals:
<ul style="list-style-type: none"> Educators will use assessment data to guide our students with disabilities subgroup to meet or exceed our building goal of 39.5% proficient on the 2026 PSSA in ELA. Educators will use assessment data to guide our economically disadvantaged subgroup to meet or exceed our building goal of 66.1% proficient on the 2026 PSSA in ELA.

Action Step	Anticipated Start Date	Anticipated Completion Date
Meet with learning support teachers to discuss PSSA data and student caseloads. Meet with learning support teachers and each grade level team to discuss a working schedule that best meets the needs of all students identified with a learning disability. Our Title 1 staff salaries are paid out of the Title 1 allocation. The Title 1 staff assist in analyzing data and participating in data meetings. Supplies are purchased to support small group instruction, materials to help personalize learning, and parent involvement activities.	2025-08-27	2025-09-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Doug Parks CLES Principal	IEP Writer - PSSA Data (No Title I cost). Supplies for small group instruction, personalized learning, and parent involvement.	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Begin transition to a MTSS in grades K-2 focused on formally tiering ELA supports.	2025-08-27	2026-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Assistant to the Superintendent/Yvonne Teed Director of Special Education/Devin Campbell	IU5 trainers will assist the core team with the planning and training of our instructional staff.	Yes

CLES Principal/Doug Parks			
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Action Step		Anticipated Start Date	Anticipated Completion Date
Review previous years data with the faculty at the beginning of the year faculty meetings. Our Title 1 staff salaries are paid out of the Title 1 allocation. The Title 1 staff assists in analyzing data and participating in data meetings. Supplies are purchased to support small group instruction, materials to help personalize learning, and parent involvement activities.		2025-08-26	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Doug Parks CLES Principal	Data reports (No Title 1 cost). Supplies for small group instruction, personalized learning, and parent involvement.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students in the identified subgroups will grow throughout the year at a rate to meet or exceed our interim school achievement targets for these subgroups.	Title 1 staff and teachers Mr. Parks/CLES Building Principal Mrs. Teed/Assistant to the Superintendent Teachers will monitor student growth using iReady data on a weekly basis. Principal will monitor growth weekly using iReady and will progress monitor our SWP quarterly using iReady Benchmark Data. Curriculum Director will review progress monitoring quarterly and collaborate with building team to discuss trends and effective strategies.

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">Effective use of data	Salaries and benefits of Title teachers	449478
Instruction	<ul style="list-style-type: none">Effective use of data	Supplies to run Title I SWP	9781
Total Expenditures			459259

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Effective use of data	Begin transition to a MTSS in grades K-2 focused on formally tiering ELA supports.

Ongoing training to implement a formal Multi Tiered System of Support in ELA.

Action Step		
<ul style="list-style-type: none"> Begin transition to a MTSS in grades K-2 focused on formally tiering ELA supports. 		
Audience		
K to 5 teachers and support staff.		
Topics to be Included		
October 13th - MTSS Introduction presented to district K to 5 staff by IU5 presenters assisted by district leaders.		
Evidence of Learning		
Educators classroom practices will support the implementing of our formal MTSS and our discussions at PLCs will demonstrate teacher understanding of principles of MTSS.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mrs. Yvonne Teed - Assistant to the Superintendent (Federal Programs Director) Doug Parks - Principal CLES	2025-08-27	2026-06-04

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Initial training with the faculty is October 13th and the implementation will be supported by ongoing coaching throughout the year by district and IU5 staff.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Adam Jardina	2025-09-29
Building Principal Signature	Date
Doug Parks	2025-09-26
School Improvement Facilitator Signature	Date
Yvonne Teed	2025-09-26