

Kennett HS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Kennett HS		124154003
Address 1		
100 East South Street		
Address 2		
City	State	Zip Code
Kennett Square	PA	19348
Chief School Administrator		Chief School Administrator Email
Dr Kimberly Rizzo Saunders		krizzosaunders@kcsd.org
Principal Name		
Lorenzo DeAngelis		
Principal Email		
ldeangelis@kcsd.org		
Principal Phone Number		Principal Extension
6104446623		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lorenzo DeAngelis	Principal	Kennett High School	ldeangelis@kcsd.org
Duane Kotz	Principal	Kennett High School	dkotz@kcsd.org
Jeff Thomas	Principal	Kennett High School	jthomas@kcsd.org
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Rebecca Vietri	District Level Leaders	Supervisor Secondary Ed.	rvietri@kcsd.org
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Vision for Learning

Vision for Learning

To inspire innovative thinkers by fostering inclusive, supportive relationships, and developing resiliency through rigorous, relevant, educational experiences.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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 Meets or exceeds and increase in performance from the previous year on ELA
All Student Group 92% Meets or Exceeds and maintain the same performance from the previous year for graduation cohorts

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.

The SWD subgroup, Not yet meeting the statewide goal for PVAAS ELA
The English Learners subgroup was Not meeting the statewide goals for graduation cohort

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Aimsweb ELA	We have seen growth in the subgroups that are targeted for instruction, based on the assessment data. We continue to monitor using progress monitoring and providing explicit instruction.

English Language Arts Summary

Strengths

Explicit Instruction to address foundational skills and deficits.
Small Group Instruction is occurring in addition to whole group instruction.
Additional Training and Tools have been utilized to support instruction- Lexia PowerUp and Sonday.

Challenges

Additional Focus on scheduling at the high school level will occur to ensure all students are able to receive the necessary instruction and support.
Ensuring allocation of staff to provide interventions.

Mathematics

Data	Comments/Notable Observations
Aimsweb Math	We have seen growth with students, after receiving explicit instruction to address deficits.

Mathematics Summary

Strengths

Explicit Instruction to address foundational skills and deficits.
Small Group Instruction is occurring in addition to whole group instruction.
IXL is being utilized as a resource to support student learning and growth.

Challenges

Additional Focus on scheduling at the high school level will occur to ensure all students are able to receive the necessary instruction and support.
Ensuring allocation of staff to provide interventions.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Local Assessments and Keystone Assessments	We have seen growth in our STEM Areas, specific to STEELS aligned standards and real world application of skills

Science, Technology, and Engineering Education Summary

Strengths

There are teacher created resources/assessments, and teachers use released items on assessments.
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Challenges

Additional ongoing training and support for CDTs for the Biology team to use to inform data

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339 Evidence in Schoology	Current career standard benchmark score for all student group is 99.4% which was an increase from the previous year

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.

We track all students' College and Career ready in Schoology
We accurately report College and Career Readiness in PIMS

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.

Attendance sometimes hinders progress in College and Career Readiness Standards
Students with limited English proficiency sometimes struggle passing the seminar and career readiness class

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

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

Student Groups	Comments/Notable Observations
2 or More Races	ELA Insufficient Data , Math Insufficient Data , Science (Waiver), and Career Readiness is Insufficient Data

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.

The administration regularly analyzes the PA Future Ready and Course Grades Data
KHS has evaluated the bell schedule and is running an updated, modified block schedule to maximize instructional focus and time

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.

There continues to be disparities between subgroups in our local and state data
Continue to have insufficient data samples for 2 or more races.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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	Emerging
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	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	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Not Yet Evident
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?

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Promote and sustain a positive school environment where all members feel welcome, supported and safe in school, socially, intellectually and physically.
Foster a culture of high expectations for success for all students, educators, families and community members.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Continuously monitor implementation of the school improvement plan and adjust as needed

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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?

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

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 Meets or exceeds and increase in performance from the previous year on ELA	True
All Student Group 92% Meets or Exceeds and maintain the same performance from the previous year for graduation cohorts	True
Explicit Instruction to address foundational skills and deficits.	False
Small Group Instruction is occurring in addition to whole group instruction.	False
Additional Training and Tools have been utilized to support instruction- Lexia PowerUp and Sonday.	False
Explicit Instruction to address foundational skills and deficits.	False
Small Group Instruction is occurring in addition to whole group instruction.	False
IXL is being utilized as a resource to support student learning and growth.	False
There are teacher created resources/assessments, and teachers use released items on assessments.	False
We track all students' College and Career ready in Schoology	False
We accurately report College and Career Readiness in PIMS	False
The administration regularly analyzes the PA Future Ready and Course Grades Data	False
KHS has evaluated the bell schedule and is running an updated, modified block schedule to maximize instructional focus and time	False
Promote and sustain a positive school environment where all members feel welcome, supported and safe in school, socially, intellectually and physically.	False
Foster a culture of high expectations for success for all students, educators, families and community members.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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
The SWD subgroup, Not yet meeting the statewide goal for PVAAS ELA	True
The English Learners subgroup was Not meeting the statewide goals for graduation cohort	True
Additional Focus on scheduling at the high school level will occur to ensure all students are able to receive the necessary instruction and support.	False
Ensuring allocation of staff to provide interventions.	False
Additional Focus on scheduling at the high school level will occur to ensure all students are able to receive the necessary instruction and support.	False

Ensuring allocation of staff to provide interventions.	False
Additional ongoing training and support for CDTs for the Biology team to use to inform data	False
Attendance sometimes hinders progress in College and Career Readiness Standards	False
Students with limited English proficiency sometimes struggle passing the seminar and career readiness class	False
There continues to be disparities between subgroups in our local and state data	False
Continue to have insufficient data samples for 2 or more races.	False
Use multiple professional learning designs to support the learning needs of staff.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The SWD subgroup, Not yet meeting the statewide goal for PVAAS ELA	We need to continue to provide explicit instruction in the area of ELA to target foundational skill deficits. Teachers are addressing the issues with small group instruction.	True
The English Learners subgroup was Not meeting the statewide goals for graduation cohort	We need to continue to ensure intervention is provided in a timely manner and support is given to our English Learner Subgroup to ensure we meet the statewide goals for graduation. Schoolwide Attendance incentive program is also in place through the Truancy Prevention Program.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All student group Meets or exceeds and increase in performance from the previous year on ELA	Teachers are addressing the issues with small group instruction. Teachers are analyzing student data and responding to it.
All Student Group 92% Meets or Exceeds and maintain the same performance from the previous year for graduation cohorts	Continuous celebration and acknowledgement for attendance purposes. Ongoing building wide meetings to analyze student data and performance with department chairs, teams, etc. Counselors are meeting with students to ensure graduation compliance.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Additional Collaboration with Pupil Services to address academic needs and foundational skill deficits for students with disabilities. Teachers are progress monitoring and using the data to inform instruction to address student needs. Ongoing communication is occurring for families.
	We need to continue to ensure intervention is provided in a timely manner and support is given to our English Learner Subgroup to ensure we meet the statewide goals for graduation. Schoolwide Attendance incentive program is also in place through the Truancy Prevention Program.

Goal Setting

Priority: Additional Collaboration with Pupil Services to address academic needs and foundational skill deficits for students with disabilities. Teachers are progress monitoring and using the data to inform instruction to address student needs. Ongoing communication is occurring for families.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Using the Benchmark Distribution Report, by June 2027, 50% of the 10th and 11th grade special education students, who scored below the 26th percentile on oral reading fluency will score above the 26th percentile.			
Measurable Goal Nickname (35 Character Max)			
Aimsweb Benchmark Distribution ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
12.5% of the 10th and 11th grade students will grow above the 26th percentile.	25% of the 10th and 11th grade students will grow above the 26th percentile.	Continuously monitoring due to no formal benchmark assessment.	50% of the 10th and 11th grade students will grow above the 26th percentile.

Priority: We need to continue to ensure intervention is provided in a timely manner and support is given to our English Learner Subgroup to ensure we meet the statewide goals for graduation. Schoolwide Attendance incentive program is also in place through the Truancy Prevention Program.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
Increase the English Learner (EL) cohort graduation rate from 66.7% to 75% by establishing a comprehensive system of academic, procedural, and data-monitoring supports that ensure accurate cohort tracking, timely interventions, and compliance with state reporting expectations.			
Measurable Goal Nickname (35 Character Max)			
EL Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline cohort accuracy, including verification of all EL student enrollment and prior exit codes. Implement the standardized withdrawal procedure aligned to PIMS exit codes across all buildings. Train administrative staff, counselors, and registrars on withdrawal protocols and documentation requirements. Identify all at-risk EL students using an Early Warning System (attendance, grades, credits, language proficiency). Develop individualized graduation	Provide targeted Tier 2 and Tier 3 interventions (credit recovery, language support, tutoring). Monitor and document all student withdrawals, ensuring proper coding for students leaving the country with required evidence. Conduct first data audit of PIMS exit codes and enrollment records. Engage families through translated communication regarding graduation requirements and withdrawal expectations. Target Outcome: Reduce course failures among EL students	Quarter 3 (Progress Monitoring & Adjustment) Review cohort progress toward graduation (credits earned, assessment completion, attendance). Adjust interventions based on student data and progress monitoring results. Conduct second audit of withdrawal procedures and PIMS reporting accuracy. Provide intensified support for students still identified as off-track. Target Outcome: At least 70% of EL cohort on-track for graduation; 100%	Finalize cohort verification and ensure all student records reflect accurate exit codes. Confirm graduation eligibility for all EL students and resolve any discrepancies. Conduct final PIMS audit prior to submission. Evaluate effectiveness of interventions and procedural systems for continuous improvement. Target Outcome: Achieve 75% EL cohort graduation rate; 100% compliance with standardized withdrawal procedures and PIMS reporting.

plans for 100% of at-risk EL students. Target Outcome: 70% compliance with withdrawal procedures; 70% of EL cohort accurately coded and tracked.	by at least 10%; zero unverified withdrawals.	accuracy in withdrawal coding maintained.	
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Action Plan

Measurable Goals

Aimsweb Benchmark Distribution ELA	EL Graduation Rate
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Action Plan For: Data Review and Target Identification: Generate and analyze the Benchmark Distribution Report each benchmark window to identify students below the 26th percentile and track progress across administrations.

Measurable Goals:
Using the Benchmark Distribution Report, by June 2027, 50% of the 10th and 11th grade special education students, who scored below the 26th percentile on oral reading fluency will score above the 26th percentile.

Action Step		Anticipated Start Date	Anticipated Completion Date
For Quarter 1: Generate and analyze the Benchmark Distribution Report each benchmark window to identify students below the 26th percentile and track progress across administrations.		2026-08-31	2026-11-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator-Secondary	Benchmark Distribution Report, student rosters, AimswebPlus data tools	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Identified student list and baseline fluency data	Special Education Teachers, Quarterly Review via Benchmark Distribution Report Meetings

Action Plan For: Targeted Intervention Planning

Measurable Goals:
Using the Benchmark Distribution Report, by June 2027, 50% of the 10th and 11th grade special education students, who scored below the 26th percentile on oral reading fluency will score above the 26th percentile.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and implement individualized oral reading fluency interventions aligned with students' IEP goals and literacy needs.		2026-08-31	2026-11-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Teachers	Evidence-based fluency intervention materials, IEP documentation, guided reading texts	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Individualized intervention plans aligned with IEP goals	Case managers & Literacy Coordinator, monthly meetings reviewing student intervention logs

Action Plan For: Progress Monitoring

Measurable Goals:

- Using the Benchmark Distribution Report, by June 2027, 50% of the 10th and 11th grade special education students, who scored below the 26th percentile on oral reading fluency will score above the 26th percentile.

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish a bi-weekly progress monitoring schedule using CBM (Curriculum-Based Measurement) fluency probes to gauge student growth and adjust instruction as needed.		2026-08-31	2026-11-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Teachers, Reading Specialists	fluency probes, progress-monitoring forms, digital data tracker	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Up-to-date student growth charts and rate-of-improvement data	Classroom teachers & Literacy Coordinator, bi-weekly data collection and review

Action Plan For: Staff Training and Support

Measurable Goals:
Using the Benchmark Distribution Report, by June 2027, 50% of the 10th and 11th grade special education students, who scored below the 26th percentile on oral reading fluency will score above the 26th percentile.

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional learning for special education and reading teachers on effective fluency strategies, such as repeated reading, model reading, and phrasing practice.		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrators, Teaching and Learning, Pupil Services	PD modules on fluency strategies, LETRS training materials, model lesson videos	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff proficient in evidence-based fluency practices	Post Training Observation and feedback, surveys, Special Education Teachers, Administrators, MTSS Specialists, Interventionists

Action Plan For: Parent and Student Engagement

Measurable Goals:
Using the Benchmark Distribution Report, by June 2027, 50% of the 10th and 11th grade special education students, who scored below the 26th percentile on oral reading fluency will score above the 26th percentile.

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate student progress through quarterly reports and encourage at-home reading practice routines.		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Case Managers	Parent communication templates, at-home reading guides	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Families actively supporting reading practice at home	Case Managers, quarterly progress reports sent home; feedback logs collected

Action Plan For: Cohort Data Accuracy

Measurable Goals:
Increase the English Learner (EL) cohort graduation rate from 66.7% to 75% by establishing a comprehensive system of academic, procedural, and data-monitoring supports that ensure accurate cohort tracking, timely interventions, and compliance with state reporting expectations.

Action Step	Anticipated Start Date	Anticipated Completion Date
Conduct quarterly reviews of EL enrollment, exit, and withdrawal data with the registrar and EL coordinator to ensure accurate cohort membership and reporting.	2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
EL Counselor	Student enrollment and exit records; SIS reports	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Verified EL cohort list and audit report	EL Coordinator & Registrar, quarterly audits using SIS and PDE cohort codes

Action Plan For: Academic Support systems

Measurable Goals:
Increase the English Learner (EL) cohort graduation rate from 66.7% to 75% by establishing a comprehensive system of academic, procedural, and data-monitoring supports that ensure accurate cohort tracking, timely interventions, and compliance with state reporting expectations.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implement targeted credit-recovery and academic tutoring opportunities for EL students identified as off-track for graduation.	2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
ELD Teachers, Interventionists, Counselors	Intervention schedules, credit recovery programs, staffing plan	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Identified at-risk EL students enrolled in academic supports	EL Team, monthly tracking of credit completion and attendance

Action Plan For: Monitoring and Early Warning

Measurable Goals:

- Increase the English Learner (EL) cohort graduation rate from 66.7% to 75% by establishing a comprehensive system of academic, procedural, and data-monitoring supports that ensure accurate cohort tracking, timely interventions, and compliance with state reporting expectations.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a shared data dashboard tracking credits earned, attendance, and assessment performance for each EL student to trigger timely interventions.		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELD Teachers, Interventionists, Counselors	Shared dashboard, access to attendance and grade data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Real-time view of EL student progress	Data Analyst & Counselors, weekly dashboard updates and flag reports

Action Plan For: Professional Collaboration

Measurable Goals:
• Increase the English Learner (EL) cohort graduation rate from 66.7% to 75% by establishing a comprehensive system of academic, procedural, and data-monitoring supports that ensure accurate cohort tracking, timely interventions, and compliance with state reporting expectations.

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate quarterly EL team meetings to coordinate academic and social-emotional supports, ensuring each student has a personalized graduation pathway plan.		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELD Teachers, Interventionists, Counselors	Meeting agendas, student progress data, intervention notes	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Quarterly coordinated support plans for cohort students	EL Team Lead & Counselors, quarterly review and intervention adjustment

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Staff Training and Support	Provide professional learning for special education and reading teachers on effective fluency strategies, such as repeated reading, model reading, and phrasing practice.

Literacy Strategies

Action Step		
Provide professional learning for special education and reading teachers on effective fluency strategies, such as repeated reading, model reading, and phrasing practice.		
Audience		
Special Education Teachers, Interventionists, Reading Specialists		
Topics to be Included		
Literacy and Fluency Strategies		
Evidence of Learning		
Lesson Plans, Instructional Strategies		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2026-08-31	2027-06-11

Learning Format

Type of Activities	Frequency
Workshop(s)	Ongoing- PD Days
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
School Improvement Facilitator Signature	Date