

Clarke El Ctr

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Clarke El Ctr		129546103
Address 1		
601 North 16th St		
Address 2		
City	State	Zip Code
Pottsville	PA	17901
Chief School Administrator		Chief School Administrator Email
Dr Guy Lowery		glowery@pottsville.k12.pa.us
Principal Name		
Sherry Hushen		
Principal Email		
shushen@pottsville.k12.pa.us		
Principal Phone Number		Principal Extension
5706217677		
School Improvement Facilitator Name		School Improvement Facilitator Email
Barbara Wilkinson		wilkb@iu29.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Guy Lowery	Chief School Administrator	Administrator	glowery@pottsville.k12.pa.us
Sherry Hushen	Principal	Administrator	shushen@pottsville.k12.pa.us
Stanley Sabol	Other	Administrator	ssabol@pottsville.k12.pa.us
Maria Larish	District Level Leaders	Educator	mlarish@pottsville.k12.pa.us
Natasha Bubnis	Teacher	Educator	nbubnis@pottsville.k12.pa.us
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Joah Rittenhouse	Community Member	Community	jat@pottsvillelibrary.org
Dr Jared A. Gerace	District Level Leaders	Administrator	jgerace@pottsville.k12.pa.us
Jill Miller	Parent	Community	jmg5007@yahoo.com
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Stephanie Buchanan	Board Member	Community	sbuchanan@pottsville.k12.pa.us
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Nicole Doran	Teacher	Educator	ndoran@pottsville.k12.pa.us
Bernadette Ott	Paraprofessional	Educator	bott@pottsville.k12.pa.us

Vision for Learning

Vision for Learning

John S. Clarke Elementary Center ensures students of all ability levels have access to appropriate grade level instruction daily using a rigorous curriculum aligned to the PA Core Standards. John S. Clarke Elementary prepares students to be socially responsible and academically successful as they encounter challenges in school and everyday life.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In 24/25 ELA/Lit, 34.7% of the all student group was proficient/advanced compared to the statewide average of 49.9%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	In 24/25 ELA/Lit, 100% of the Hispanic, Black, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity student subgroups participated in the ELA PSSAs.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	In 24/25 ELA/Lit, 34.6% of the black student subgroup group was proficient/advanced compared to 23/24, where 54.2% was proficient/advanced.
White	In 24/25 ELA/Lit, 37.7% of the white student subgroup group was proficient/advanced compared to 23/24, where 48.3% was proficient/advanced. This trend of decreasing scores continued in the 2 or more races (27.3%), economically disadvantaged (31.2%), students with disabilities (12.9%), and combined ethnicity (28.7%) subgroups.
Hispanic	In 24/25 ELA/Lit, 26.9% of the Hispanic student subgroup group was proficient/advanced compared to 23/24, where 33.3% was proficient/advanced.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In 24/25 Math/Algebra, 37.5% of the all student group was proficient/advanced compared to the statewide average of 41.7%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	In 24/25 Math/Algebra, 30.3% of the Economically Disadvantaged subgroup was proficient/advanced compared to 29.9% for the 23/24 school year.
Combined Ethnicity	In 24/25 Math/Algebra, 26.1% of the Combined Ethnicity subgroup was proficient/advanced compared to 21.7% for the 23/24 school year.

African-American/Black	In 24/25 Math/Algebra, 19.2% of the Black subgroup was proficient/advance, and increase from the 13.0% from the 23/24 school year. This trend of increasing scores continued in the Hispanic (25.4%), 2 or More Races 36.4%), and Combined Ethnicities (26.1%) subgroups.
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Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	In 24/25 Math/Algebra, students in the Students with Disabilities maintained their percentage at 17.6%. In 23/24, 17.7% of students in this subcategory were proficient/advanced.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In 24/25 ELA/Lit, 99.0 of the all student group showed academic growth compared to the statewide average of 76.0

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	In 24/25 ELA/Lit, 92.0 of the white student subgroup demonstrated an increase in growth compared to 23/24 with a score of 79.0.
Economically Disadvantaged	In 24/25 ELA/Lit, 86.0 of the Economically Disadvantaged student subgroup demonstrated an increase in growth compared to 23/24 with a score of 72.0.
Combined Ethnicity	In 24/25 ELA/Lit, 88.0 Combined Ethnicity student subgroup demonstrated an increase in growth compared to 23/24 with a score of 71.0

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	In 24/25 ELA/Lit, 77.0 of the Students with Disabilities subgroup demonstrated a slight increase in growth compared to 23/24 with a score of 75.0.
Hispanic	In 24/25 ELA/Lit, 79.0 of the Hispanic subgroup demonstrated a slight increase in growth compared to 23/24 with a score of 69.0.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In 24/25 Mathematics/Algebra, 99.0 of the all student group showed academic growth compared to the statewide average of 74.9.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	In 24/25 Mathematics/Algebra, 82.0 of the Hispanic subgroup demonstrated an increase in growth compared to 23/24 with a score of 61.0.
White	In 24/25 Mathematics/Algebra, 93.0 of the White subgroup demonstrated an increase in growth compared to 23/24 with a score of 70.0.
Economically Disadvantaged	In 24/25 Mathematics/Algebra, 80.0 of the Economically Disadvantaged subgroup demonstrated an increase in growth compared to 23/24 with a score of 71.0.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	In 24/25 Mathematics/Algebra, 77.0 of the Students with Disabilities subgroup demonstrated a slight decrease in growth compared to 23/24 with a score of 79.0.
Combined Ethnicity	In 24/25 Mathematics/Algebra, 79.0 of the Combined Ethnicity subgroup demonstrated a slight increase in growth compared to 23/24 with a score of 59.0.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In 24/25, the All Student Group for attendance fell short of meeting the statewide average of 79.6%. The All Student Group was 74.3% in attendance.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

African-American/Black	In 24/25 the Black student subgroup for Attendance is 77.8%. In 23/24, this subgroup was 56.3%.
Multi-Racial (not Hispanic)	In 24/25 the Multi-Racial student subgroup for Attendance is 82.1%. In 23/24, this subgroup was 71.4%.
Students with Disabilities	In 24/25 the Students with Disabilities student subgroup for Attendance is 67.6%. In 23/24, this subgroup was 67.2%. Additional subgroups that increased in attendance were: Economically Disadvantaged (69.8%), White (77.9%), and Combined Ethnicity (67.2%).

Challenges

ESSA Student Subgroups	Indicator
Hispanic	In 24/25 the Hispanic student subgroup for Attendance is 57.8%. In 23/24, this subgroup was 61.5%, demonstrating a slight decrease.
English Learners	In 24/25 the Hispanic student subgroup for Attendance is 66.7%. In 23/24, this subgroup was an insufficient sample, so no data was available for comparison.

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

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Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

In 24/25 ELA/Lit, 99.0 of the all student group showed academic growth compared to the statewide average of 76.0
In 24/25 Mathematics/Algebra, 99.0 of the all student group showed academic growth compared to the statewide average of 74.9.
In 24/25 Mathematics/Algebra, 82.0 of the Hispanic subgroup demonstrated an increase in growth compared to 23/24 with a score of 61.0.
In 24/25 Mathematics/Algebra, 99.0 of the all student group showed academic growth compared to the statewide average of 74.9.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

In 24/25 ELA/Lit, 34.7% of the all student group was proficient/advanced compared to the statewide average of 49.9%.
In 24/25, the All Student Group for attendance fell short of meeting the statewide average of 79.6%. The All Student Group was 74.3% in attendance.
In 24/25 Math/Algebra, 37.5% of the all student group was proficient/advanced compared to the statewide average of 41.7%.
In 24/25 Math/Algebra, 37.5% of the all student group was proficient/advanced compared to the statewide average of 41.7%.
In 24/25, the All Student Group for attendance fell short of meeting the statewide average of 79.6%. The All Student Group was 74.3% in attendance.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Into Reading Series: K-5	- All grade levels have submitted the pacing snapshot to ensure the scope and sequence is being followed. We will continue this in the 26-27 school year. - Based on the snapshot data collected throughout the school year, pacing is still an issue with the ELA series. - Into Reading introduced a Structured Literacy component to the series in 24-25. The 24-25 school year was a transitional year for Structured Literacy. Teachers need to use ALL elements of Structured Literacy.
DIBELS	- DIBELS scores are used to form intervention groups and identify those students needing extra reading support from the Title I Team. - DIBELS 25-26 Student Data across grade levels: - Kindergarten: BOY - 27% Benchmark or Above and EOY - 66% Benchmark or Above - First Grade: BOY - 44% Benchmark or Above and EOY - 59% Benchmark or Above - Second Grade: BOY - 46% Benchmark or Above and EOY - 52% Benchmark or Above - Third Grade: BOY - 49% Benchmark or Above and EOY - 51% Benchmark or Above - Fourth Grade: BOY - 40% Benchmark or Above and EOY - 37% Benchmark or Above
IXL ELA Program	- Continue using iXL reading program as an additional intervention and data tool to track reading progress in K-4

English Language Arts Summary

Strengths

DIBELS, benchmarking data, and progress monitoring have assisted teachers and reading specialists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.
The Title I team is working with teachers to examine student data, provide them with educational materials, and will participate in LETRS training over the next school year to strengthen our Title program.
Into Reading introduced a Structured Literacy component to the series in 24-25. The 24-25 school year was a transitional year for Structured Literacy. Teachers are using ALL elements of Structured Literacy
Reading intervention utilizes lessons following a Structured Literacy framework to provide consistent instructional support.

Challenges

Based on data collected throughout the school year, pacing is an issue with the ELA curriculum. More instructional time is needed as the current instructional minutes are inadequate.
One challenge we face is ensuring consistent use of programs and data. While we've built a strong MTSS process and prioritized Tier I differentiated instruction through small groups—adjusting the master schedule and adding IXL reading and math—teachers are now using these programs without fully analyzing the data to guide instruction. Current data systems are cumbersome and do not provide a comprehensive profile of a student.

Mathematics

Data	Comments/Notable Observations
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IXL Math Program and Benchmark Tool and Universal Screener	- Continue using iXL math program as an additional intervention and data tool to track math progress in K-4. - iXL Math 25-26 Number Sense Student Data across grade levels: - Kindergarten: BOY 59% Benchmark or Above and EOY 71% Benchmark or Above - First Grade: BOY 65% Benchmark or Above and EOY 70% Benchmark or Above - Second Grade: BOY 57% Benchmark or Above and EOY 50% Benchmark or Above - Third Grade: BOY 59% Benchmark or Above and EOY 57% Benchmark or Above - Fourth Grade: BOY 55% Benchmark or Above and EOY 44% Benchmark or Above
Math Intervention Program - Bridges and Whole Number Foundations	- A math intervention program was added for 2023-2024 school year. - A second math interventionist was added for the 2024-2025 school year. - Utilize Bridges Math Intervention, Whole Number Foundations, and IXL to support struggling students through research based strategies and data-driven instruction during TIDE time.

Mathematics Summary

Strengths

Benchmarking data and progress monitoring have assisted teachers and math interventionists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.
Teachers who are utilizing small group instruction and number sense routines in math are experiencing an increase in iXL scores.

Challenges

One challenge we face is ensuring consistent use of programs and data. While we've built a strong MTSS process and prioritized Tier I differentiated instruction through small groups—adjusting the master schedule and adding IXL reading and math—teachers are now using these programs without fully analyzing the data to guide instruction. Current data systems are cumbersome and do not provide a comprehensive profile of a student.
Based on data collected throughout the school year, pacing is an issue with the math curriculum. More instructional time is needed as the current instructional minutes are inadequate.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Common classroom assessments	Teachers are utilizing a new science series aligned with STEELS.

Science, Technology, and Engineering Education Summary

Strengths

Hands-on activities help students understand challenging science concepts. The new science series focuses on inquiry based learning activities.
STEM infuses grade level science content with robotics, design thinking, and coding.

Challenges

A new science series was implemented for the 24-25 school year and will continue to be utilized. It does not align completely with STEELS.
Currently, there are not enough instructional minutes for science to be implemented effectively.

Related Academics

Career Readiness

Data	Comments/Notable Observations
In each grade level, PA Career Readiness Standards are taught. Career readiness standards are addressed in every grade level through career activities.	Smart Futures is being utilized as a supplemental resource.

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.

Providing students with career readiness activities has elicited interest in various careers and career paths that might not have otherwise existed.
SMART Futures is a program utilized with students to introduce career paths.

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.

Streamlined focus on core content areas has limited the opportunities to expand and examine the impact of co-curricular classes on student achievement.
Introducing students to careers in a real life setting is a challenge. Currently, students explore careers through SMART Futures. Career exploration is highly beneficial when done in a real world setting.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
- iXL and DIBELs data was utilized to determine growth for English Learners subgroup.	- We now have a full-time ESL resource teacher in every building.

Students with Disabilities

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

Data	Comments/Notable Observations
- Acadience Reading and Math data was utilized to guide instruction for the Students with Disabilities subgroup and to develop individual goals outlined in the students' IEPs.	- Acadience Reading and Math allowed special education teachers to create appropriate goals for their students.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
- Math iXL data utilized to guide Title I Interventions for Math and small groups	- Regularly scheduled intervention blocks are built into the master schedule. - Provides the ability for educators to review individual student data - Provides grade level data - The intervention program is data driven. - Flexible grouping occurs based on data. Additional intensive support for students can be received through Title I and is also provided through in-class interventions and small group instruction. - Teachers use student data to form small groups for classroom instruction and intervention.
- DIBELs data utilized to guide Title I Interventions for ELA and small groups	- Regularly scheduled intervention blocks are built into the master schedule. - The Title I team assists classroom teachers with identifying appropriate, research-based programs that will target student deficits through intervention and/or small group instruction. - The intervention program is data driven. - Flexible grouping occurs based on data. Additional intensive support for students can be received through Title I and is also provided through in-class interventions and small group instruction. - Teachers use student data to form small groups for classroom instruction and intervention.

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.

The Title I Team will continue to assist classroom teachers with intervention programs designed to target student deficits.
The Title I Team holds monthly meetings to analyze student data identified through MTSS and determine the effectiveness of instruction.

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.

Finding time to analyze student data, design instruction, and create appropriate small groups and interventions based on the data is needed.
The master schedule currently does not have enough instructional minutes for ELA, math, and science.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

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?

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Administration looks at a variety of data sources to identify and provide professional learning opportunities to staff.
The implementation of Panorama Solara will provide a more comprehensive and efficient system for monitoring academic, behavioral, attendance, and social-emotional data for MTSS purposes.
Teachers are engaging in dedicated planning sessions to align instructional resources, assessments, and learning activities to the standards.
The Title 1 team leads data meetings on a monthly basis to examine the progress of students in the MTSS process.
The bell schedule and instructional schedule has been adapted to increase instructional minutes in core subject areas.

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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Pacing of lessons is not cohesive among the grade levels.
Administration does not consistently get into classrooms for walkthroughs to ensure that teachers are providing small and whole group instruction.
The poverty rates in our district have been increasing. The number of students entering kindergarten that lack kindergarten readiness skills is also increasing. The area has a lack of high-quality preschools.
Improving the implementation of evidence-based attendance practices to reduce the number of students who are habitually truant will have the greatest impact on achieving our mission, vision, and Future Ready PA Index targets, as chronic absenteeism significantly limits students' access to instruction and opportunities for academic growth.

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
In 24/25 ELA/Lit, 99.0 of the all student group showed academic growth compared to the statewide average of 76.0	False
In 24/25 Mathematics/Algebra, 99.0 of the all student group showed academic growth compared to the statewide average of 74.9.	False
In 24/25 Mathematics/Algebra, 82.0 of the Hispanic subgroup demonstrated an increase in growth compared to 23/24 with a score of 61.0.	False
In 24/25 Mathematics/Algebra, 99.0 of the all student group showed academic growth compared to the statewide average of 74.9.	False
DIBELS, benchmarking data, and progress monitoring have assisted teachers and reading specialists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.	True
The Title I team is working with teachers to examine student data, provide them with educational materials, and will participate in LETRS training over the next school year to strengthen our Title program.	True
Providing students with career readiness activities has elicited interest in various careers and career paths that might not have otherwise existed.	False
SMART Futures is a program utilized with students to introduce career paths.	False
Into Reading introduced a Structured Literacy component to the series in 24-25. The 24-25 school year was a transitional year for Structured Literacy. Teachers are using ALL elements of Structured Literacy	True
Reading intervention utilizes lessons following a Structured Literacy framework to provide consistent instructional support.	True
Benchmarking data and progress monitoring have assisted teachers and math interventionists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.	True
Teachers who are utilizing small group instruction and number sense routines in math are experiencing an increase in iXL scores.	False
Hands-on activities help students understand challenging science concepts. The new science series focuses on inquiry based learning activities.	False
The Title I Team will continue to assist classroom teachers with intervention programs designed to target student deficits.	True
The Title I Team holds monthly meetings to analyze student data identified through MTSS and determine the effectiveness of instruction.	True
Administration looks at a variety of data sources to identify and provide professional learning opportunities to staff.	True

The implementation of Panorama Solara will provide a more comprehensive and efficient system for monitoring academic, behavioral, attendance, and social-emotional data for MTSS purposes.	True
STEM infuses grade level science content with robotics, design thinking, and coding.	False
Teachers are engaging in dedicated planning sessions to align instructional resources, assessments, and learning activities to the standards.	True
The Title 1 team leads data meetings on a monthly basis to examine the progress of students in the MTSS process.	True
The bell schedule and instructional schedule has been adapted to increase instructional minutes in core subject areas.	True

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
In 24/25 ELA/Lit, 34.7% of the all student group was proficient/advanced compared to the statewide average of 49.9%.	False
In 24/25, the All Student Group for attendance fell short of meeting the statewide average of 79.6%. The All Student Group was 74.3% in attendance.	True
In 24/25 Math/Algebra, 37.5% of the all student group was proficient/advanced compared to the statewide average of 41.7%.	False
In 24/25 Math/Algebra, 37.5% of the all student group was proficient/advanced compared to the statewide average of 41.7%.	False
In 24/25, the All Student Group for attendance fell short of meeting the statewide average of 79.6%. The All Student Group was 74.3% in attendance.	False
Based on data collected throughout the school year, pacing is an issue with the ELA curriculum. More instructional time is needed as the current instructional minutes are inadequate.	False
Streamlined focus on core content areas has limited the opportunities to expand and examine the impact of co-curricular classes on student achievement.	False
Introducing students to careers in a real life setting is a challenge. Currently, students explore careers through SMART Futures. Career exploration is highly beneficial when done in a real world setting.	False
One challenge we face is ensuring consistent use of programs and data. While we've built a strong MTSS process and prioritized Tier I differentiated instruction through small groups—adjusting the master schedule and adding IXL reading and math—teachers are now using these programs without fully analyzing the data to guide instruction. Current data systems are cumbersome and do not provide a comprehensive profile of a student.	False
One challenge we face is ensuring consistent use of programs and data. While we've built a strong MTSS process and prioritized Tier I differentiated instruction	False

through small groups—adjusting the master schedule and adding IXL reading and math—teachers are now using these programs without fully analyzing the data to guide instruction. Current data systems are cumbersome and do not provide a comprehensive profile of a student.	
Based on data collected throughout the school year, pacing is an issue with the math curriculum. More instructional time is needed as the current instructional minutes are inadequate.	False
A new science series was implemented for the 24-25 school year and will continue to be utilized. It does not align completely with STEELS.	False
Currently, there are not enough instructional minutes for science to be implemented effectively.	False
The master schedule currently does not have enough instructional minutes for ELA, math, and science.	True
Pacing of lessons is not cohesive among the grade levels.	True
Administration does not consistently get into classrooms for walkthroughs to ensure that teachers are providing small and whole group instruction.	True
The poverty rates in our district have been increasing. The number of students entering kindergarten that lack kindergarten readiness skills is also increasing. The area has a lack of high-quality preschools.	True
Finding time to analyze student data, design instruction, and create appropriate small groups and interventions based on the data is needed.	True
Improving the implementation of evidence-based attendance practices to reduce the number of students who are habitually truant will have the greatest impact on achieving our mission, vision, and Future Ready PA Index targets, as chronic absenteeism significantly limits students' access to instruction and opportunities for academic growth.	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.

During the 2025–2026 school year, we continued to strengthen our Multi-Tiered System of Supports (MTSS) framework to better meet the academic, behavioral, and social-emotional needs of students. To further enhance this work, we are implementing a new data management platform that will support the analysis of student data, facilitate the identification of appropriate interventions, and improve progress monitoring. Our Title I team will continue collaborating with K–2 teachers to strengthen the implementation of structured literacy practices and address gaps in the essential components of reading instruction, including phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, spelling, and oral language development. To maximize instructional opportunities for students, both the bell schedule and instructional schedule have been revised to increase instructional time across all core subject areas. In addition, grade-level teacher leaders will meet throughout the summer to develop a standards-aligned social studies scope and sequence, ensuring greater consistency and coherence in instruction. This work will support the implementation of new social studies instructional materials during the 2026–2027 school year. To further support school improvement efforts, a second Assistant

Principal position will be added. This additional leadership capacity will enhance support for student attendance and behavior while increasing opportunities for instructional leadership, teacher support, and monitoring of schoolwide initiatives.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In 24/25, the All Student Group for attendance fell short of meeting the statewide average of 79.6%. The All Student Group was 74.3% in attendance.	In order for students to access appropriately standard-aligned instruction, regular school attendance is necessary.	True
Finding time to analyze student data, design instruction, and create appropriate small groups and interventions based on the data is needed.	The Title I and administration team will continue to review student data with teachers. Teachers will complete pacing snapshots which will be reviewed by lead teachers. Administration and the Title 1 team will hold data meetings with teachers to review student data and progress on at least a monthly basis.	True
The master schedule currently does not have enough instructional minutes for ELA, math, and science.		False
Pacing of lessons is not cohesive among the grade levels.	There is a lack of a cohesive, standards-aligned pacing structure across classrooms within grade levels. Without clearly defined pacing expectations, students may receive instruction on essential standards at different times and depths, limiting instructional consistency and opportunities for collaborative planning and intervention.	True
Administration does not consistently get into classrooms for walkthroughs to ensure that teachers are providing small and whole group instruction.	Root Cause Analysis: With only two administrators responsible for operational, disciplinary, and instructional leadership duties, opportunities for frequent classroom walkthroughs and instructional feedback are reduced; the addition of a second Assistant Principal will increase administrative presence in classrooms and strengthen instructional support and monitoring.	True
The poverty rates in our district have been increasing. The number of students entering kindergarten that lack kindergarten readiness skills is also increasing. The area has a lack of high-quality preschools.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
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DIBELS, benchmarking data, and progress monitoring have assisted teachers and reading specialists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.	
The Title I team is working with teachers to examine student data, provide them with educational materials, and will participate in LETRS training over the next school year to strengthen our Title program.	
Into Reading introduced a Structured Literacy component to the series in 24-25. The 24-25 school year was a transitional year for Structured Literacy. Teachers are using ALL elements of Structured Literacy	Acadience scores reflect growth in the foundational skills of literacy. The Structured Literacy instruction in Kindergarten is closing the gaps of students coming in without prerequisite reading skills. 74% of incoming Kindergarten students lacked the necessary prerequisite skills as identified through DIBELS 8 at the beginning of the 2025/2026 school year. By the end of the year, that number decreased to 33%.
Reading intervention utilizes lessons following a Structured Literacy framework to provide consistent instructional support.	The Title I Team will continue to train teachers for the needed intervention programs. Students still need additional support to fill learning gaps in phonics, phonemic awareness, vocabulary, reading comprehension, and fluency, as well as writing, spelling, and oral language. Two classroom teachers and the Title I Lead Teacher are currently participating in LETRS training to build their knowledge of Structured Literacy and become facilitators for the entire school.
Benchmarking data and progress monitoring have assisted teachers and math interventionists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.	
The Title I Team will continue to assist classroom teachers with intervention programs designed to target student deficits.	
The Title I Team holds monthly meetings to analyze student data identified through MTSS and determine the effectiveness of instruction.	
Administration looks at a variety of data sources to identify and provide professional learning opportunities to staff.	The addition of a second Assistant Principal will provide the necessary time for data analysis and opportunities to provide professional learning.

	Feedback through increased walkthroughs will also support the professional learning of staff.
The implementation of Panorama Solara will provide a more comprehensive and efficient system for monitoring academic, behavioral, attendance, and social-emotional data for MTSS purposes.	The implementation of Panorama will decrease the amount of time spent on gathering data and allow for more time to be spent on the analysis of data and problem solving. In addition, the tool provides suggestions for interventions that teachers can put in place to support struggling students.
Teachers are engaging in dedicated planning sessions to align instructional resources, assessments, and learning activities to the standards.	These planning sessions will help improve the pacing and cohesion among grade levels.
The Title 1 team leads data meetings on a monthly basis to examine the progress of students in the MTSS process.	
The bell schedule and instructional schedule has been adapted to increase instructional minutes in core subject areas.	The increased instructional minutes will positively impact all students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we build relationships with families and increase communication regarding regular attendance, then the all student group will show an increase in regular attendance.
	If the teachers consistently analyze data from local assessments with building leaders and the Title I team, then the all student group performance will increase in ELA and Math.
	If time is spent over the summer in the creation of pacing guides, then the pacing of lessons among the grade levels will be more cohesive.
	If a second Assistant Principal is added, then administration will be able to consistently conduct walkthroughs in order to ensure that small and whole group instruction is occurring.

Goal Setting

Priority: If a second Assistant Principal is added, then administration will be able to consistently conduct walkthroughs in order to ensure that small and whole group instruction is occurring.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th quarter for the 26-27 school year, 400 walkthroughs will have been completed by administration and documented through PA-ETAP.			
Measurable Goal Nickname (35 Character Max)			
Classroom Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, 100 walk-throughs will be completed.	By the end of the second quarter, 200 walk-throughs will be completed.	By the end of the third quarter, 300 walk-throughs will be completed.	By the end of the fourth quarter, 400 walk-throughs will be completed.

Priority: If time is spent over the summer in the creation of pacing guides, then the pacing of lessons among the grade levels will be more cohesive.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th quarter for the 2026/2027 school year, check-ins on pacing will show that 80% of our grade levels will be on the same unit in both ELA and Math as documented in Google Sheets.			
Measurable Goal Nickname (35 Character Max)			
Pacing			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, check-ins on pacing will show that 90% of our grade levels will be on the same unit in both ELA and Math as documented in Google Sheets.	By the end of the first quarter, check-ins on pacing will show that 90% of our grade levels will be on the same unit in both ELA and Math as documented in Google Sheets.	By the end of the first quarter, check-ins on pacing will show that 85% of our grade levels will be on the same unit in both ELA and Math as documented in Google Sheets.	By the end of the first quarter, check-ins on pacing will show that 80% of our grade levels will be on the same unit in both ELA and Math as documented in Google Sheets.

Priority: If the teachers consistently analyze data from local assessments with building leaders and the Title I team, then the all student group performance will increase in ELA and Math.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th quarter of the 2026/2027 school year, 30% of all students identified as intensive (at risk) will show growth on the DIBELS 8 assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA Data			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data will be gathered by September 30, 2026.	By January 22, 2027, 10% of all students identified as intensive will show growth on the Middle of the Year DIBELS assessment through Amplify.	By March 30, 2027, 20% of all students identified as intensive will show growth on progress monitoring through Amplify.	By June 1, 2027, 30% of all students identified as intensive will show growth on the End of the Year DIBELS assessment through Amplify.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th quarter of the 25-26 school year, 75% of all students will show growth in Math on iXL benchmarks.			
Measurable Goal Nickname (35 Character Max)			
iXL Data			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data will be gathered by September 25, 2026.	On the 2nd quarter benchmark assessment given by January 22, 2027, 25% of all students will show growth in Math on the iXL benchmark assessments.	On the 3rd quarter benchmark assessment given by March 30, 2027, 50% of all students will show growth in Math on the iXL benchmark assessments.	On the 4th quarter benchmark assessment given by June 1, 2027, 75% of all students will show growth in Math on the iXL benchmark assessments.

Priority: If we build relationships with families and increase communication regarding regular attendance, then the all student group will show an increase in regular attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026/20267 school year, 80% of students will demonstrate regular attendance.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, 89% of students will demonstrate regular attendance.	By the end of the second quarter, 86% of students will demonstrate regular attendance.	By the end of the third quarter, 83% of students will demonstrate regular attendance.	By the end of the fourth quarter, 80% of students will demonstrate regular attendance.

Action Plan

Measurable Goals

Classroom Walkthroughs	Pacing
ELA Data	iXL Data
Attendance	

Action Plan For: Curriculum mapping

Measurable Goals:
- By the end of the 4th quarter for the 26-27 school year, 400 walkthroughs will have been completed by administration and documented through PA-ETAP. - By the end of the 4th quarter of the 2026/2027 school year, 30% of all students identified as intensive (at risk) will show growth on the DIBELS 8 assessment. - By the end of the 4th quarter of the 25-26 school year, 75% of all students will show growth in Math on iXL benchmarks.

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development will be provided on the pacing and instructional guidelines for whole and small group instruction during ELA and Math.		2026-08-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	Pacing Guides, ELA curriculum, and math curriculum, Principal, Assistant Principals, Supervisor of Special Education, Title I intervention supplies, and Title I Team (Reading Specialists, Math Interventionists, and Instructional Coach) eGrants: JSC Salaries and Benefits for Reading Specialists and Math Interventionists including transferred Title IIA Funds for Math Intervention, Instructional Coach Salary and Benefits, and Intervention supplies	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Classroom walk-throughs will be conducted during ELA block to monitor the use of whole and small group instruction.		2026-09-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Admin Team (Building Principal, Assistant Principals, Supervisor of Special Education)	Form for collecting data and/or PAETAP	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Beginning in October, building administration will meet monthly with all grade level teachers to analyze student data. Educators and building administration will identify students who need additional support based on student data from iXL and DIBELs. Educators will utilize student data to guide instruction and provide Tier 1 support to identified students. The Title I Team will assist as needed.		2026-10-01	2027-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	Student data, iXL, Amplify for DIBELs, Admin Team, Title I intervention supplies, and Title I Team (Reading Specialists, Math Interventionists, Contracted Services, and Instructional Coach) eGrants: JSC Salaries and Benefits for Reading Specialists and Math Interventionists including transferred Title IIA Funds for Math Intervention, Contracted Services for JSC Reading/Math Intervention Support, Instructional Coach Salary and Benefits, and Intervention supplies	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Completed walkthroughs with data reviews to guide instruction	At the end of every quarter, building administration will meet to review student performance data to ensure targets are being met.

Action Plan For: Provide job-embedded coaching

Measurable Goals:
- By the end of the 4th quarter for the 26-27 school year, 400 walkthroughs will have been completed by administration and documented through PA-ETAP. - By the end of the 4th quarter for the 2026/2027 school year, check-ins on pacing will show that 80% of our grade levels will be on the same unit in both ELA and Math as documented in Google Sheets.

Action Step	Anticipated Start Date	Anticipated Completion Date
Administration will conduct walk-throughs throughout the entire school year. Based on the walk-throughs, teachers demonstrating need will be identified.	2026-08-31	2027-06-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Team (Building Principal, Assistant Principals, and Supervisor of Special Education)	PAETEP and/or Google Form	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Job-embedded coaching will be provided as a follow-up to classroom observations and walkthroughs.		2026-09-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Team (Building Principal, Assistant Principals, and Supervisor of Special Education)	PAETEP, Google Form, Admin Team, and Title I Team (Reading Specialists, Math Interventionists, Contracted Services, and Instructional Coach) eGrants: JSC Salaries and Benefits for Reading Specialists and Math Interventionists including transferred Title IIA Funds for Math Intervention, Contracted Services for JSC Reading/Math Intervention Support, and Instructional Coach Salary and Benefits	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data form will show the frequency of small and whole group instruction during walkthroughs. Pacing survey will show that pacing is aligned.	At the end of every quarter, building administration will meet to review walkthrough data to ensure targets are being met.

Action Plan For: Professional Learning Communities

Measurable Goals:
By the end of the 4th quarter for the 2026/2027 school year, check-ins on pacing will show that 80% of our grade levels will be on the same unit in both ELA and Math as documented in Google Sheets.

Action Step	Anticipated Start Date	Anticipated Completion Date
Pacing snapshots will be completed quarterly by all teachers and reviewed by lead teachers and administration. Lead teachers will ensure classroom teachers are following the ELA and Math scope and sequence and pacing guides.	2026-08-31	2027-06-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title I Instructional Coach and Principal	Pacing Guides, Pacing Snapshot Forms, Lead Teachers, Assistant Principal, and Title I Team (Reading Specialists, Math Interventionists, and Instructional Coach) eGrants: JSC Salaries and Benefits for Reading Specialists and Math Interventionists including transferred Title IIA Funds for Math Intervention and Instructional Coach Salary and Benefits	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
If teachers are behind in pacing, lead teachers and the Title I Instructional Coach will hold PLCs in order to provide resources to assist with pacing.		2026-11-10	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title I Instructional Coach	Pacing Guides, Pacing Snapshot Forms, Teachers, Admin Team, Title I intervention supplies, and Title I Team (Reading Specialists, Math Interventionists, and Instructional Coach) eGrants: JSC Salaries and Benefits for Reading Specialists and Math Interventionists including transferred Title IIA Funds for Math Intervention, Instructional Coach Salary and Benefits, and Intervention supplies	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Completed snapshots to ensure pacing guides are on track	Building administration will meet monthly to review results of pacing surveys. Alignment conversations will take place during monthly grade level meetings.

Action Plan For: PBIS for Attendance

Measurable Goals:
By the end of the 2026/2027 school year, 80% of students will demonstrate regular attendance.

Action Step		Anticipated Start Date	Anticipated Completion Date
The Outreach Team will consistently share attendance expectations through ParentSquare and the student handbook.		2026-08-25	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Assistant Principals	ParentSquare, Student Handbook, Email, Panorama, School Counselors, Justice Works, and Assistant Principals, Principal	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Staff will be trained to utilize Panorama to run attendance reports. Attendance reports will be run monthly to identify students at risk of not meeting regular school attendance requirements. Students must be absent less than the following number of days to meet the regular attendance requirement: - Q1: 4.5 days - Q2: 9 days - Q3: 13.5 days - Q4: 18 days Caregivers will be contacted by phone, email, and text to establish a plan to support attendance if they are absent more than the allotted number of days.		2026-08-25	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Panorama, ParentSquare, Skyward, School Counselors, Principal, Justice Works, and Assistant Principals	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who successfully meet the attendance requirements during the first quarter will receive points (Crimson Cash) through Navigate 360. The PBIS Team will be responsible for rewarding the points to students and planning incentives. Any attendance concerns can be forwarded to the Outreach Team.		2026-08-31	2026-11-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Panorama, SkyWard, Navigate 360, School Counselors, PBIS Coordinator, and Assistant Principals	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who successfully meet the attendance requirements during the second quarter will receive points (Crimson Cash) through Navigate 360. The PBIS Team will be responsible for rewarding the points to students and planning incentives. Any attendance concerns can be forwarded to the Outreach Team.		2026-11-10	2027-01-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Panorama, SkyWard, Navigate 360, School Counselors, PBIS Coordinator, and Assistant Principals	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who successfully meet the attendance requirements during the third quarter will receive points (Crimson Cash) through Navigate 360. The PBIS Team will be responsible for rewarding the points to students and planning incentives. Any attendance concerns can be forwarded to the Outreach Team.		2026-01-29	2027-04-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Panorama, SkyWard, Navigate 360, School Counselors, PBIS Coordinator, and Assistant Principals	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who successfully meet the attendance requirements during the fourth quarter will receive points (Crimson Cash) through Navigate 360. The PBIS Team will be responsible for rewarding the points to students and planning incentives. Any attendance concerns can be forwarded to the Outreach Team.		2027-04-10	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Panorama, SkyWard, Navigate 360, School Counselors, PBIS Coordinator, and Assistant Principals	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A monthly attendance report will show students who are academically at risk	Assistant principal will monitor attendance through Skyward and Panorama and meet with students, caregivers, and outreach team at least quarterly for at risk students.

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	- Curriculum mapping - Provide job-embedded coaching - Professional Learning Communities	JSC Salaries for Reading Specialists and Math Interventionists (Title I Team)	374395	
Instruction	- Curriculum mapping - Provide job-embedded coaching - Professional Learning Communities	JSC Benefits for Reading Specialists and Math Interventionists (Title I Team)	169586	
Instruction	- Curriculum mapping - Provide job-embedded coaching - Professional Learning Communities	Instructional Coach Salary (Title I Team)	20905	
Instruction	- Curriculum mapping - Provide job-embedded coaching - Professional Learning Communities	Instructional Coach Benefits (Title I Team)	3739	
Instruction	- Curriculum mapping - Provide job-embedded coaching	Intervention Programs, resources such as Amplify, supplies, and/or materials	13680	

	Professional Learning Communities			
Instruction	- Curriculum mapping - Provide job-embedded coaching	Contracted services for JSC Reading Teachers (Title I Team)	15635	
Other Expenditures	- Provide job-embedded coaching - Professional Learning Communities	Conference fees for Reading/Math Teachers and Federal Programs Coordinator (ie. KSLA)	1500	
Other Expenditures	- Curriculum mapping - Provide job-embedded coaching - Professional Learning Communities	Travel/Lodging Expenses for Professional Development	600	
Title II.A and Title IV.A Transfer Funds	- Curriculum mapping - Provide job-embedded coaching - Professional Learning Communities	Transferred Funds from Title IIA-Salary for Math Interventionist	80605	
Title II.A and Title IV.A Transfer Funds	- Curriculum mapping - Provide job-embedded coaching - Professional Learning Communities	Transferred Funds from Title IIA-Benefits for Math Interventionist	42728	
Title II.A and Title IV.A Transfer Funds	- Curriculum mapping - Provide job-embedded coaching - Professional Learning Communities	Transferred Funds from Title IIA-Supplies for Math Intervention	2810	
Total Expenditures			726183	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum mapping	Professional Development will be provided on the pacing and instructional guidelines for whole and small group instruction during ELA and Math.
PBIS for Attendance	Staff will be trained to utilize Panorama to run attendance reports. Attendance reports will be run monthly to identify students at risk of not meeting regular school attendance requirements. Students must be absent less than the following number of days to meet the regular attendance requirement: - Q1: 4.5 days - Q2: 9 days - Q3: 13.5 days - Q4: 18 days Caregivers will be contacted by phone, email, and text to establish a plan to support attendance if they are absent more than the allotted number of days.

Into Reading and enVision Pacing

Action Step		
Professional Development will be provided on the pacing and instructional guidelines for whole and small group instruction during ELA and Math.		
Audience		
All educators		
Topics to be Included		
Daily and Module pacing for ELA block - Small Group and Whole Group instruction - Scaffolding		
Evidence of Learning		
Teachers will be able to implement all components of the Into Reading program for students in their ELA instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2026-08-25	2026-08-27

Learning Format

Type of Activities	Frequency
Inservice day	1 PD session and quarterly administration check-ins
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	

Panorama

Action Step

Staff will be trained to utilize Panorama to run attendance reports. Attendance reports will be run monthly to identify students at risk of not meeting regular school attendance requirements. Students must be absent less than the following number of days to meet the regular attendance requirement: - Q1: 4.5 days - Q2: 9 days - Q3: 13.5 days - Q4: 18 days Caregivers will be contacted by phone, email, and text to establish a plan to support attendance if they are absent more than the allotted number of days.		
Audience		
All staff		
Topics to be Included		
How to navigate Panorama		
Evidence of Learning		
Staff will be able to access student information and identify early warning signs for absenteeism.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2026-08-25	2026-08-27

Learning Format

Type of Activities	Frequency
Inservice day	1 in-service training with quarterly reinforcement for all staff from administration
Observation and Practice Framework Met in this Plan	
4b: Maintaining Accurate Records 4c: Communicating with Families 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date