

## **Schuylkill Valley El Sch**

Schoolwide Title 1 School Plan | 2026 - 2027

## Profile and Plan Essentials

|                                            |              |                                             |
|--------------------------------------------|--------------|---------------------------------------------|
| <b>School</b>                              |              | AUN/Branch                                  |
| Schuylkill Valley El Sch                   |              | 114067503                                   |
| <b>Address 1</b>                           |              |                                             |
| 62 Ashley Way                              |              |                                             |
| <b>Address 2</b>                           |              |                                             |
|                                            |              |                                             |
| <b>City</b>                                | <b>State</b> | <b>Zip Code</b>                             |
| Leesport                                   | PA           | 19533                                       |
| <b>Chief School Administrator</b>          |              | <b>Chief School Administrator Email</b>     |
| Dr Denis Quirk                             |              | DQuirk@schuylkillvalley.org                 |
| <b>Principal Name</b>                      |              |                                             |
| Dr. Shannon O'Donnell                      |              |                                             |
| <b>Principal Email</b>                     |              |                                             |
| sodonnell@schuylkillvalley.org             |              |                                             |
| <b>Principal Phone Number</b>              |              | <b>Principal Extension</b>                  |
| 610-926-4165                               |              |                                             |
| <b>School Improvement Facilitator Name</b> |              | <b>School Improvement Facilitator Email</b> |
|                                            |              |                                             |

## Steering Committee

| Name                  | Position/Role              | Building/Group/Organization       | Email                           |
|-----------------------|----------------------------|-----------------------------------|---------------------------------|
| Dr. Shannon O'Donnell | Principal                  | Schuylkill Valley School District | sodonnell@schuylkillvalley.org  |
| Mrs. Jackie Rivas     | Principal                  | Schuylkill Valley School District | jrivas@schuylkillvalley.org     |
| Dr. Denis Quirk       | Chief School Administrator | Schuylkill Valley School District | dquirk@schuylkillvalley.org     |
| Mrs. Jenny Rexrode    | District Level Leaders     | Schuylkill Valley School District | jrexrode@schuylkillvalley.org   |
| Mrs. Morgan Boone     | Teacher                    | Schuylkill Valley School District | mboone@schuylkillvalley.org     |
| Mrs. Melissa Kauffman | Teacher                    | Schuylkill Valley School District | mskauffman@schuylkillvalley.org |
| Mr. Hunter Jones      | Teacher                    | Schuylkill Valley School District | hjones@schuylkillvalley.org     |
| Mrs. Felicia McDevitt | Teacher                    | Schuylkill Valley School District | fmcdevitt@schuylkillvalley.org  |
| Mrs. Jennifer Redcay  | Teacher                    | Schuylkill Valley School District | jblessing@schuylkillvalley.org  |
| Mrs. Tara LeClair     | Teacher                    | Schuylkill Valley School District | tleclair@schuylkillvalley.org   |
| Mrs. Kristen Wallace  | Parent                     | Parent                            | kwallace@schuylkillvalley.org   |
| Mrs. MacKenzie Becker | Parent                     | Parent                            | mbecker@schuylkillvalley.org    |
|                       |                            |                                   |                                 |
|                       |                            |                                   |                                 |
|                       |                            |                                   |                                 |
|                       |                            |                                   |                                 |
|                       |                            |                                   |                                 |
|                       |                            |                                   |                                 |

## **Vision for Learning**

### **Vision for Learning**

At Schuylkill Valley Elementary School, we are committed to ensuring that every student learns, grows, and thrives through rigorous, engaging instruction, targeted supports, and meaningful learning experiences. With the use of student data and ongoing progress monitoring, we will respond to individual needs and foster a culture of continuous growth. By creating a safe, inclusive, and collaborative school community and partnering with families, we will inspire curiosity and a lifelong love of learning while empowering every child to reach their fullest potential.

## 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

We are below the state average in English Language Arts and we are not meeting the target.

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False</b> Strengths | <b>True</b> Challenges | <b>False</b> N/A |
|------------------------|------------------------|------------------|

#### Strengths

| ESSA Student Subgroups | Indicator                                                             |
|------------------------|-----------------------------------------------------------------------|
| White                  | The white subgroup is performing above the all student group at 47.1% |

#### Challenges

| ESSA Student Subgroups     | Indicator                                                                                                                                                    |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students with Disabilities | Students with disabilities only has 19.4% earning proficient or advanced. this percentage has declined over the last five years. It was at 34.9% in 2019-20. |

### Proficient or Advanced in Mathematics/Algebra

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

#### Comments/Notable Observations

We are not meeting the improvement target in mathematics, but we are above the state average by 12%.

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|-----------------------|-------------------------|------------------|

#### Strengths

| ESSA Student Subgroups     | Indicator                                                                                                             |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Students with Disabilities | Students with disabilities are trending in the right direction-improving from the previous year, which is unlike ELA. |

#### Challenges

| ESSA Student Subgroups | Indicator                                                              |
|------------------------|------------------------------------------------------------------------|
| Hispanic               | The Hispanic subgroup decreased in performance from the previous year. |

### 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

We are meeting the standard for growth in ELA, and we are above the state average, at 77.

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|-----------------------|-------------------------|------------------|

### Strengths

| ESSA Student Subgroups | Indicator                                                                                                                             |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Hispanic               | The Hispanic subgroup is performing better than the all student group-they are exceeding the standard for growth and trending upward. |

### Challenges

| ESSA Student Subgroups     | Indicator                                                       |
|----------------------------|-----------------------------------------------------------------|
| Students with Disabilities | There is an inconsistent trend with students with disabilities. |

### 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

We are exceeding the standard demonstrating growth in Math, well above the state average growth score.

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|-----------------------|-------------------------|------------------|

### Strengths

| ESSA Student Subgroups | Indicator                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| White                  | The white subgroup is increasing performance from the previous year. This has been rising consistently over the last few years. |

### Challenges

| ESSA Student Subgroups | Indicator                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------|
| Hispanic               | The Hispanic subgroup is not meeting the statewide target and is decreasing in performance. |

### English Language Growth and Attainment

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

### Comments/Notable Observations

The English Language growth is above the state average, though not meeting the goal/improvement target.

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False</b> Strengths | <b>True</b> Challenges | <b>False</b> N/A |
|------------------------|------------------------|------------------|

### Strengths

| ESSA Student Subgroups | Indicator                                                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------|
| English Learners       | It's difficult to determine the growth trajectory of English learners because we only have two years of data. |

### Challenges

| ESSA Student Subgroups | Indicator |
|------------------------|-----------|
|------------------------|-----------|

|                  |                                                                      |
|------------------|----------------------------------------------------------------------|
| English Learners | The English Learners are on a downward trend, with only a 50% score. |
|------------------|----------------------------------------------------------------------|

### Regular Attendance

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

### Comments/Notable Observations

We exceed the state average for attendance by a considerable amount. We are meeting the performance standard.

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|-----------------------|-------------------------|------------------|

### Strengths

| ESSA Student Subgroups | Indicator                                                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learners       | English Learners are trending in an upward direction, which helps to improve their performance because they are in attendance and receiving instruction. |

### Challenges

| ESSA Student Subgroups | Indicator                                                                               |
|------------------------|-----------------------------------------------------------------------------------------|
| Hispanic               | The Hispanic subgroup attendance is trending downward, though still meeting the target. |

### Career Standards Benchmark

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

### Comments/Notable Observations

|                        |                         |                  |
|------------------------|-------------------------|------------------|
| <b>False</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|------------------------|-------------------------|------------------|

### 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

|                        |                         |                  |
|------------------------|-------------------------|------------------|
| <b>False</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|------------------------|-------------------------|------------------|

### Strengths

| ESSA Student Subgroups | Indicator |
|------------------------|-----------|
|------------------------|-----------|

|  |  |
|--|--|
|  |  |
|  |  |

**Challenges**

| ESSA Student Subgroups | Indicator |
|------------------------|-----------|
|                        |           |
|                        |           |

**Summary**

**Strengths**

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

|                                                                                                |
|------------------------------------------------------------------------------------------------|
| We are not meeting the improvement target, but we are above the state average by 12%.          |
| We are meeting the standard for growth, and we are above the state average, at 77.             |
| We are exceeding the standard demonstrating growth, well above the state average growth score. |
| We exceed the state average by a considerable amount. We are meeting the performance standard. |

**Challenges**

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

|                                                                                 |
|---------------------------------------------------------------------------------|
| We are below the state average and we are not meeting the target.               |
| We are above the state average, though not meeting the goal/improvement target. |



## Local Assessment

### English Language Arts

| Data                                        | Comments/Notable Observations                                                        |
|---------------------------------------------|--------------------------------------------------------------------------------------|
| We do not have local assessment data in ELA | We need to have local assessment data, which we will have for the 26-27 school year. |

### English Language Arts Summary

#### Strengths

|                                                                                      |
|--------------------------------------------------------------------------------------|
| Our growth data in ELA is strong, showing that we are moving in the right direction. |
|--------------------------------------------------------------------------------------|

#### Challenges

|                                                                                                         |
|---------------------------------------------------------------------------------------------------------|
| We are not meeting the goal, with fewer than the statewide average being proficient or advanced in ELA. |
|---------------------------------------------------------------------------------------------------------|

### Mathematics

| Data                                        | Comments/Notable Observations                                                        |
|---------------------------------------------|--------------------------------------------------------------------------------------|
| We do not have local assessment data in ELA | We need to have local assessment data, which we will have for the 26-27 school year. |

### Mathematics Summary

#### Strengths

|                                                        |
|--------------------------------------------------------|
| Our growth in mathematics is strong with all students. |
|--------------------------------------------------------|

#### Challenges

|                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|
| Our all student group is not meeting the improvement target/interim goal, though we are above the state average. |
|------------------------------------------------------------------------------------------------------------------|

### Science, Technology, and Engineering Education

| Data                                            | Comments/Notable Observations                                                                                                                            |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| We do not have local assessment data in science | We do not have data, which would be helpful in measuring progress, though our students are not tested at our elementary school, since the grades are K-4 |

### Science, Technology, and Engineering Education Summary

#### Strengths

|                                  |
|----------------------------------|
| n/a we do not have science data. |
|----------------------------------|

#### Challenges

|                                 |
|---------------------------------|
| n/a we do not have science data |
|---------------------------------|

## Related Academics

### Career Readiness

| Data                                                                   | Comments/Notable Observations                                                               |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| We use Xello to collect data on progress toward career readiness goals | 100% of our students are on track to complete all artifacts required at the end of grade 5. |

### 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.

|                                                                                                          |
|----------------------------------------------------------------------------------------------------------|
| Student attendance is above the state target.                                                            |
| 100% of our students are on target for meeting the requirement of total artifacts at the end of grade 5. |

### 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.

|                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------|
| Our students are performing below target in ELA, and we do not currently have local assessment data to measure their progress.         |
| Our students are performing below target in mathematics, and we do not currently have local assessment data to measure their progress. |

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### Student Groups by Race/Ethnicity

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

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We have an increase in performance in mathematics for our white, economically disadvantaged, students with disabilities, and combined ethnicity subgroups. |
| We are above the state average in growth for ELA, meeting the standard demonstrating growth.                                                               |
| We exceed the standard for growth in Math.                                                                                                                 |
|                                                                                                                                                            |
|                                                                                                                                                            |

### 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.

|                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|
| Students with disabilities are not performing well overall in ELA or Math, though they were trending positively in mathematics. |
| Our students who are economically disadvantaged are meeting the target but are trending downward in ELA.                        |
|                                                                                                                                 |
|                                                                                                                                 |
|                                                                                                                                 |

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

### Empower Leadership

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

### Provide Student-Centered Support Systems

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

### 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                | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging    |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

|                                                                                          |
|------------------------------------------------------------------------------------------|
| Provide frequent, timely, and systematic feedback and support on instructional practices |
|------------------------------------------------------------------------------------------|

|                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|
| Foster a culture of high expectations for success for all students, educators, families, and community members * |
|------------------------------------------------------------------------------------------------------------------|

### Challenges

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

>

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

|                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| We are not meeting the improvement target, but we are above the state average by 12%.                                                                      | False                           |
| We are meeting the standard for growth, and we are above the state average, at 77.                                                                         | True                            |
| We are exceeding the standard demonstrating growth, well above the state average growth score.                                                             | True                            |
| We exceed the state average by a considerable amount. We are meeting the performance standard.                                                             | False                           |
| Our growth data in ELA is strong, showing that we are moving in the right direction.                                                                       | False                           |
| Our growth in mathematics is strong with all students.                                                                                                     | False                           |
| n/a we do not have science data.                                                                                                                           | False                           |
| Student attendance is above the state target.                                                                                                              | False                           |
| 100% of our students are on target for meeting the requirement of total artifacts at the end of grade 5.                                                   | False                           |
| We have an increase in performance in mathematics for our white, economically disadvantaged, students with disabilities, and combined ethnicity subgroups. | False                           |
| We are above the state average in growth for ELA, meeting the standard demonstrating growth.                                                               | False                           |
| We exceed the standard for growth in Math.                                                                                                                 | False                           |
| Provide frequent, timely, and systematic feedback and support on instructional practices                                                                   | False                           |
| Foster a culture of high expectations for success for all students, educators, families, and community members *                                           | 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 |
|---------------------------------------------------------------------------------------------------------|---------------------------------|
| We are below the state average and we are not meeting the target.                                       | True                            |
| We are above the state average, though not meeting the goal/improvement target.                         | False                           |
| We are not meeting the goal, with fewer than the statewide average being proficient or advanced in ELA. | True                            |

|                                                                                                                                                           |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Our all student group is not meeting the improvement target/interim goal, though we are above the state average.                                          | False |
| n/a we do not have science data                                                                                                                           | False |
| Our students are performing below target in ELA, and we do not currently have local assessment data to measure their progress.                            | False |
| Our students are performing below target in mathematics, and we do not currently have local assessment data to measure their progress.                    | False |
| Students with disabilities are not performing well overall in ELA or Math, though they were trending positively in mathematics.                           | False |
| Our students who are economically disadvantaged are meeting the target but are trending downward in ELA.                                                  | False |
| Implement a multi-tiered system of supports for academics and behavior                                                                                    | True  |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | True  |

### 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.

There is a need for additional data so that we can make better instructional decisions throughout the year to support our students.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges                                                                                                                                      | Discussion Points | Check for Priority |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|
| We are below the state average and we are not meeting the target.                                                                                         |                   | True               |
| We are not meeting the goal, with fewer than the statewide average being proficient or advanced in ELA.                                                   |                   | True               |
| Implement a multi-tiered system of supports for academics and behavior                                                                                    |                   | False              |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |                   | False              |

### Analyzing Strengths

| Analyzing Strengths                                                                                              | Discussion Points |
|------------------------------------------------------------------------------------------------------------------|-------------------|
| We are meeting the standard for growth, and we are above the state average, at 77.                               |                   |
| We are exceeding the standard demonstrating growth, well above the state average growth score.                   |                   |
| Foster a culture of high expectations for success for all students, educators, families, and community members * |                   |

### Priority Challenges

| Analyzing Priority Challenges | Priority Statements                                                                                              |
|-------------------------------|------------------------------------------------------------------------------------------------------------------|
|                               | By becoming schoolwide, we will be able to engage all students K-4 who need reading support with what they need. |
|                               | By becoming schoolwide, we will be able to engage all students K-4 who need reading support with what they need. |



## Goal Setting

**Priority: By becoming schoolwide, we will be able to engage all students K-4 who need reading support with what they need.**

| Outcome Category                                                                                                        |                                                                                                            |                                                                                                        |                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| English Language Arts                                                                                                   |                                                                                                            |                                                                                                        |                                                                                                                          |
| Measurable Goal Statement (Smart Goal)                                                                                  |                                                                                                            |                                                                                                        |                                                                                                                          |
| Data meetings will be utilized to discuss needs and interventions based on information from the FastBridge assessments. |                                                                                                            |                                                                                                        |                                                                                                                          |
| Measurable Goal Nickname (35 Character Max)                                                                             |                                                                                                            |                                                                                                        |                                                                                                                          |
| Data Meetings                                                                                                           |                                                                                                            |                                                                                                        |                                                                                                                          |
| Target 1st Quarter                                                                                                      | Target 2nd Quarter                                                                                         | Target 3rd Quarter                                                                                     | Target 4th Quarter                                                                                                       |
| All students will take a universal screener. A data meeting will be held to analyze the data.                           | All students will take a benchmark assessment in ELA, and a data meeting will be held to analyze the data. | All students will take a benchmark assessment in ELA. A data meeting will be held to analyze the data. | All students will take a universal screener and two benchmark assessments in ELA with data meetings to analyze the data. |

**Priority: By becoming schoolwide, we will be able to engage all students K-4 who need reading support with what they need.**

| Outcome Category                                                                                                                                                                          |                                                                                     |                                                                                    |                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| English Language Arts                                                                                                                                                                     |                                                                                     |                                                                                    |                                                                                                            |
| Measurable Goal Statement (Smart Goal)                                                                                                                                                    |                                                                                     |                                                                                    |                                                                                                            |
| By Spring 2027, the percentage of K-4 students identified as "high risk" will decrease by twenty-five percent from the fall 2026 FastBridge reading screener.                             |                                                                                     |                                                                                    |                                                                                                            |
| Measurable Goal Nickname (35 Character Max)                                                                                                                                               |                                                                                     |                                                                                    |                                                                                                            |
| High Risk students                                                                                                                                                                        |                                                                                     |                                                                                    |                                                                                                            |
| Target 1st Quarter                                                                                                                                                                        | Target 2nd Quarter                                                                  | Target 3rd Quarter                                                                 | Target 4th Quarter                                                                                         |
| Students will take a universal screener and in data meetings we will identify the high-risk students. Students who received additional support last year will receive priority screening. | We will progress monitor the high-risk students and adjust interventions as needed. | We will progress monitor the high-risk students and adjust interventions as needed | We will review the data in our data meetings to show a 25% decrease in students identified as "high-risk." |

## Action Plan

### Measurable Goals

|               |                    |
|---------------|--------------------|
| Data Meetings | High Risk students |
|---------------|--------------------|

### Action Plan For: Multi-Tiered Systems of Support

|                                                                                                                                                                                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                         |  |
| <ul style="list-style-type: none"> <li>Data meetings will be utilized to discuss needs and interventions based on information from the FastBridge assessments.</li> <li>By Spring 2027, the percentage of K-4 students identified as "high risk" will decrease by twenty-five percent from the fall 2026 FastBridge reading screener.</li> </ul> |  |

| Action Step                                                                                                  |                                      | Anticipated Start Date | Anticipated Completion Date |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------|-----------------------------|
| A professional learning session will be provided to all staff in utilizing FastBridge and implementing MTSS. |                                      | 2026-08-18             | 2026-08-20                  |
| Lead Person/Position                                                                                         | Material/Resources/Supports Needed   | PD Step?               |                             |
| Jenny Rexrode/Director of Curriculum and Learning                                                            | Time, slide presentation, FastBridge | Yes                    |                             |

| Action Step                                                    |                                                                                 | Anticipated Start Date | Anticipated Completion Date |
|----------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------|-----------------------------|
| A universal screener will be used in ELA with all students K-4 |                                                                                 | 2026-09-01             | 2026-09-30                  |
| Lead Person/Position                                           | Material/Resources/Supports Needed                                              | PD Step?               |                             |
| ELA teachers K-4                                               | FastBridge Universal Screener in ELA, time, printed resources in primary grades | No                     |                             |

| Action Step                                                                                                           |                                    | Anticipated Start Date | Anticipated Completion Date |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------|-----------------------------|
| Students who received Title I support last year will begin receiving additional support from the reading specialists. |                                    | 2026-09-01             | 2026-10-09                  |
| Lead Person/Position                                                                                                  | Material/Resources/Supports Needed | PD Step?               |                             |
| Reading Specialists                                                                                                   | Foundations, UFLi                  | No                     |                             |

| Action Step |  | Anticipated Start Date | Anticipated Completion Date |
|-------------|--|------------------------|-----------------------------|
|-------------|--|------------------------|-----------------------------|

|                                                                                                                                                                                                               |                                                          |                 |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------|------------|
| Data Meetings will be held, and teachers will analyze the universal screening data to make decisions about Tier I instruction and any additional students needing to be supported by our reading specialists. |                                                          | 2026-10-12      | 2026-10-12 |
| <b>Lead Person/Position</b>                                                                                                                                                                                   | <b>Material/Resources/Supports Needed</b>                | <b>PD Step?</b> |            |
| Building Principals, Jenny Rexrode, Teachers K-4                                                                                                                                                              | Universal Screening data, time to collaborate with teams | No              |            |

|                                                              |                                           |                               |                                    |
|--------------------------------------------------------------|-------------------------------------------|-------------------------------|------------------------------------|
| <b>Action Step</b>                                           |                                           | <b>Anticipated Start Date</b> | <b>Anticipated Completion Date</b> |
| Students will be given a winter benchmark assessment in ELA. |                                           | 2026-12-01                    | 2026-12-18                         |
| <b>Lead Person/Position</b>                                  | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>               |                                    |
| K-4 Teachers                                                 | FastBridge benchmarking tool              | No                            |                                    |

|                                                                                                                                                                                                               |                                                              |                               |                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------|------------------------------------|
| <b>Action Step</b>                                                                                                                                                                                            |                                                              | <b>Anticipated Start Date</b> | <b>Anticipated Completion Date</b> |
| Data Meetings will be held, and teachers will analyze the universal screening data to make decisions about Tier I instruction and any additional students needing to be supported by our reading specialists. |                                                              | 2027-01-18                    | 2027-01-18                         |
| <b>Lead Person/Position</b>                                                                                                                                                                                   | <b>Material/Resources/Supports Needed</b>                    | <b>PD Step?</b>               |                                    |
| Building principals/Jenny Rexrode/K-4 teachers                                                                                                                                                                | FastBridge Benchmarking data, time to collaborate with teams | No                            |                                    |

|                                                             |                                           |                               |                                    |
|-------------------------------------------------------------|-------------------------------------------|-------------------------------|------------------------------------|
| <b>Action Step</b>                                          |                                           | <b>Anticipated Start Date</b> | <b>Anticipated Completion Date</b> |
| Students will be given a spring benchmark assessment in ELA |                                           | 2027-04-01                    | 2027-04-20                         |
| <b>Lead Person/Position</b>                                 | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>               |                                    |
| K-4 Teachers                                                | FastBridge benchmarking tool              | No                            |                                    |

|                                                                                                                                                                                                               |                                           |                               |                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------|------------------------------------|
| <b>Action Step</b>                                                                                                                                                                                            |                                           | <b>Anticipated Start Date</b> | <b>Anticipated Completion Date</b> |
| Data Meetings will be held, and teachers will analyze the universal screening data to make decisions about Tier I instruction and any additional students needing to be supported by our reading specialists. |                                           | 2027-04-23                    | 2027-04-23                         |
| <b>Lead Person/Position</b>                                                                                                                                                                                   | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>               |                                    |

|                                                |                                                               |    |  |
|------------------------------------------------|---------------------------------------------------------------|----|--|
| Building principals/Jenny Rexrode/K-4 teachers | FastBridge Benchmarking data, time to collaborate with teams. | No |  |
|------------------------------------------------|---------------------------------------------------------------|----|--|

| Action Step                                                                  |                                             | Anticipated Start Date | Anticipated Completion Date |
|------------------------------------------------------------------------------|---------------------------------------------|------------------------|-----------------------------|
| Time to debrief on the progress of the school year and prepare for 2027-2028 |                                             | 2027-05-01             | 2027-08-13                  |
| Lead Person/Position                                                         | Material/Resources/Supports Needed          | PD Step?               |                             |
| Superintendent/Director of Curriculum and Learning/Building principals       | Feedback, potential resources as determined | No                     |                             |

| Anticipated Output                                                                                                                                                                                    | Monitoring/Evaluation (People, Frequency, and Method)                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We will have an MTSS system in place with strong Tier I and Tier II supports and emerging work on Tier III. We will see a decrease in the number of students identified as "high-risk" in ELA by 25%. | Superintendent, Director of Curriculum and Learning, and building principals through deliverables from data meetings, feedback received through professional development, and data reported through screening and benchmarking tools. At minimum, there will be quarterly check-ins with staff on progress, and there are two benchmarks and one universal screener, spread out through the school year. |

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

| eGrant Budget Category<br>(Schoolwide Funding) | Action Plan(s)                                                                  | Expenditure<br>Description                                                                                           | Amount    |        |
|------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------|--------|
| Instruction                                    | <ul style="list-style-type: none"><li>Multi-Tiered Systems of Support</li></ul> | salaries                                                                                                             | 289604.00 |        |
| Instruction                                    | <ul style="list-style-type: none"><li>Multi-Tiered Systems of Support</li></ul> | Supplies for summer programming, MTSS implementation, kindergarten orientation, and family reading engagement events | 50100.00  |        |
|                                                |                                                                                 |                                                                                                                      |           |        |
|                                                |                                                                                 |                                                                                                                      |           |        |
| Total Expenditures                             |                                                                                 |                                                                                                                      |           | 339704 |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy         | Action Steps                                                                                                 |
|---------------------------------|--------------------------------------------------------------------------------------------------------------|
| Multi-Tiered Systems of Support | A professional learning session will be provided to all staff in utilizing FastBridge and implementing MTSS. |

### Introductory Professional Learning on MTSS

| Action Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <ul style="list-style-type: none"> <li>A professional learning session will be provided to all staff in utilizing FastBridge and implementing MTSS.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |                        |
| Audience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |                        |
| All K-12 teachers and building administrators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                        |
| Topics to be Included                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |                        |
| Information and purpose of MTSS, identifying our purpose, types of assessments and administration of assessments (when, why, how), and setting norms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |                        |
| Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |                        |
| A small group of teachers (three being from the elementary school) and our building principals will be part of a two-day MTSS session prior to rollout to the entire staff. Feedback will be given regarding anything needing to be clarified so that it can be addressed in the full session. Teachers will participate in a follow-up meeting the day after their training to debrief and clarify anything that is still in question. Teachers will administer the universal screener within the provided window and gather and analyze data. There will be a deliverable after the data meeting is held, which will be provided to the building principals, who will also be monitoring the data meetings. |                   |                        |
| Lead Person/Position                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Anticipated Start | Anticipated Completion |
| Superintendent and Director of Curriculum and Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2026-07-15        | 2026-10-12             |

### Learning Format

| Type of Activities                                                                                                                                                                      | Frequency                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Workshop(s)                                                                                                                                                                             | The workshop will be held twice, first with building leaders and teacher leaders, and then with the full staff. |
| Observation and Practice Framework Met in this Plan                                                                                                                                     |                                                                                                                 |
| <ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>2b: Establishing a Culture for Learning</li> </ul> |                                                                                                                 |
| This Step Meets the Requirements of State Required Trainings                                                                                                                            |                                                                                                                 |
| Teaching Diverse Learners in Inclusive Settings                                                                                                                                         |                                                                                                                 |

## Approvals & Signatures

| Uploaded Files |
|----------------|
|                |

| Chief School Administrator               | Date       |
|------------------------------------------|------------|
| Denis Quirk                              | 2026-08-11 |
| Building Principal Signature             | Date       |
| Shannon O'Donnell                        | 2026-08-11 |
| School Improvement Facilitator Signature | Date       |
|                                          |            |