Smoketown El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Smoketown El Sch		113361703
Address 1		
500 Mount Sidney Road		
City	**State**	**Zip Code**
Lancaster	PA	17602
Chief School Administrator		**Chief School Administrator Email**
Dr Daniel Hartman		daniel_hartman@conestogavalley.org
Principal Name		
Andrew Graybill		
Principal Email		
andrew_graybill@conestogavalley.org		
Principal Phone Number		**Principal Extension**
7179408727		

Steering Committee

Name	Position/Role	Building/Group/Organization
Andy Graybill	Principal	Smoketown Elementary
Kelly Keim	Other	Smoketown Elementary
Ramy Rahal	Parent	Smoketown Elementary
Sara Bare	Parent	Smoketown Elementary
Molly Dougherty	Teacher	Smoketown Elementary
Jeremy Kerchner	Teacher	Smoketown Elementary
Miranda McClellan	Teacher	Smoketown Elementary
Austin Sauder	Teacher	Smoketown Elementary
Gina Georgallis	Teacher	Smoketown Elementary
Frank Violante	Other	Smoketown Elementary
Maureen Davis	Education Specialist	Smoketown Elementary
Amanda Schlee	Education Specialist	Smoketown Elementary
Alex Rivera	Community Member	Journey Church
Tatiana Miller	Parent	Smoketown Elementary
Amira Abdelshahed	Parent	Smoketown Elementary

Vision for Learning

We believe in the intentional interaction of learner, teacher, and content rich curriculum to drive authentic assessment tasks that allows all students to demonstrate what they know and can do in differentiated lessons. We believe we can show achievement and growth for 100% of our students.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

Comments/Notable Observations

2024-2025 Future Ready 34.9% Proficient or Advanced 25-26 Early Release data showed 45% Proficient or Advanced on the ELA PSSA

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	This was a decrease from the previous year must be a targeted area for improvement. Increased evidence of students input & involvement in data by tracking performance and growth.
Students with Disabilities	This was a decrease from the previous year targeted area for improvement. Increased involvement in data tracking. Phone calls to parents to report on positive growth & progress.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	24-25 24.4% Proficient or Advanced
Students with Disabilities	24-25 8.2% Proficient or Advanced. Much lower than ALL Group. Accommodations are being made but we are wondering if we may be doing do much scaffolding and decreasing rigor.

Proficient or Advanced in Mathematics/Algebra

Comments/Notable Observations

24-25 Future Ready was 41.4% Proficient or Advanced 25-26 Math Performance was 53% Proficient or Advanced

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	24-25 26.5% Proficient or Advanced. Decrease from the previous year.
Students with Disabilities	25-25 18.0% Profiicient or Advanced.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Low % Proficient/Advanced in comparison to all learners.
Economically Disadvantaged	Low % Proficient/Advanced in comparison to all learners.

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

Comments/Notable Observations

2024-2025 Future Ready indicated Blue for academic growth score of 81.0.

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Future Ready indicated Green with 76.0
Students with Disabilities	Future Ready growth score of 70 resulting in Green.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Growth Score less than previous years. Less than student ALL group.
Students with Disabilities	Growth score less than previous years and less than the student ALL group.

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

Comments/Notable Observations

24-25 Green with Academic Growth score of 78.0.

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Score of 75 of Green
Students with Disabilities	71.0 Green

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Growth score significantly less than previous year and less than the students ALL group.
Students with Disabilities	Decrease from previous year and less than the student ALL group.

English Language Growth and Attainment

Comments/Notable Observations

24-25 Green with All student group making the interim goal/improvement target of 66.7%

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	66.7% Growth measure which was an increase from the previous year.
Students with Disabilities	Student with disability group met growth standard with a score of 70 in 24-25 Future Ready

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Not yet at the 2033 state-wide target. Decrease from 100 to 76.0 growth standard.

Students with Disabilities	Although met the growth standard there was a decrease of 18% from the previous year

Regular Attendance

Comments/Notable Observations

All Student Group meets the performance standards with attendance in 2024-2025 with 89.1% Not chronically absent.

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Slight improvement in overall attendance from this subgroup from the previous year.
Students with Disabilities	Increased from 93.74% of previous year to 94.86%

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Low % of students with proper documentation when absent requiring follow up home/school communication.
Students with Disabilities	Low % of students with proper documentation when absent requiring follow up home/school communication.

Career Standards Benchmark

Comments/Notable Observations

Red for 24-25 as the all student group did not meet the performance standard at 83.1% All students met this requirement for 25-26 school year.

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	All students in this subgroup met the requirement.
Economically Disadvantaged	All students in this subgroup met the requirement.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	N/A as all students successfully me this expectation.
	N/A as all students successfully me this expectation.

High School Graduation Rate Four-Year Cohort

Comments/Notable Observations

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.

2024-2025 Future Ready 34.9% Proficient or Advanced 25-26 Early Release data showed 45% Proficient or Advanced on the ELA PSSA
2024-2025 Future Ready 34.9% Proficient or Advanced 25-26 Early Release data showed 45% Proficient or Advanced on the ELA PSSA
24-25 Future Ready was 41.4% Proficient or Advanced 25-26 Math Performance was 53% Proficient or Advanced
All Student Group meets the performance standards with attendance in 2023-2024 with 89.1% Not chronically absent.

Challenges

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

2024-2025 Future Ready 34.9% Proficient or Advanced 25-26 Early Release data showed 45% Proficient or Advanced on the ELA PSSA
24-25 Future Ready was 41.4% Proficient or Advanced 25-26 Math Performance was 53% Proficient or Advanced
All Student Group meets the performance standards with attendance in 2023-2024 with 89.1% Not chronically absent.
Red for 24-25 as the all student group did not meet the performance standard at 83.1%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	Beginning 25-26 School-Wide percent at or above benchmark = 58%. End of Year 25-26 school-wide percent at or above = 66%
PSSA	25=26 Percent Proficient and Advance = 45%. This was an increase of approximately 10% from the previous year.

English Language Arts Summary

Strengths

Emphasis on involving in data conversations. Tracking their data and setting individual goals.
Differentiated instructional groups based on data.

Challenges

Limited data/evidence showing we are moving students out of the well-below or Below Basic perfomance level.

Mathematics

Data	Comments/Notable Observations
Acadience	Met school-wide goal of 70%. BOY = 58% at/above and at the EOY =70.7% at or above.
PSSA	52% Proficient or Advanced and previous year = 41.4% Proficient and Advanced.

Mathematics Summary

Strengths

Emphasis on involving in data conversations. Tracking their data and setting individual goals.
Differentiated instructional groups based on data.

Challenges

Teacher Content Knowledge/capacity for Data-Informed Instruction.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello Career Readiness Platform	100% completion for our 5th grade students.

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.

Emphasis on involving students in data conversations.
Small group Differentiated instruction based on data.
High expectations/accountability for completion of Career Readiness Platform.

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.

Teacher Content Knowledge
Movement of students out of well below or Below Basic

Equity Considerations

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.

Engaging students in data conversations.
Differentiation and data-informed small group 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.

Teacher knowledge of content and best practices.
Teacher efficacy with how to use the data to inform small group instruction.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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	Emerging
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	Emerging
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	Emerging
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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

Promote and sustain a positive school environment where all members feel welcomed, supported and safe in school: socially, emotionally, intellectually and physically.
Collectively shape the vision for continuous improvement of teaching and learning
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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?

Identify and address individual student learning needs
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement a multi-tiered system of supports for academics and behavior
Implement evidence-based strategies to engage families to support learning
Use multiple professional learning designs to support the learning needs of staff

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
2024-2025 Future Reacy 34.9% Proficiencet or Advanced 25-26 Early Release data showed 45% Proficeint or Advanced on the ELA PSSA	
2024-2025 Future Reacy 34.9% Proficient or Advanced 25-26 Early Release data showed 45% Proficeint or Advanced on the ELA PSSA	
24-25 Future Ready was 41.4% Proficient or Advanced 25-26 Math Performance was 53% Proficient or Advanced	
All Student Group meets the performance standards with attendance in 2023-2024 with 89.1% Not chronically absent.	
2024-2025 Future Ready indicated Blue for academic growth score of 81.0.	
2024-2025 Future Ready indicated Blue for academic growth score of 81.0.	
24-25 Green with Academic Growth score of 78.0.	
24-25 Green with Academic Growth score of 78.0.	
24-25 Green with All student group making the interim goal/improvement target of 66.7%	
24-25 Green with All student group making the interim goal/improvement target of 66.7%	
Emphasis on involving in data conversations. Tracking their data and setting individual goals.	√
This was a decrease from the previous year must be a targeted area for improvement. Increased evidence of students input & involvement in data by tracking performance and growth.	
This was a decrease from the previous year targeted area for improvement. Increased involvement in data tracking. Phone calls to parents to report on positive growth & progress.	
24-25 26.5% Proficient or Advanced. Decrease from the previous year.	
25-25 18.0% Profiicient or Advanced.	
Differentiated instructional groups based on data.	√
Emphasis on involving in data conversations. Tracking their data and setting individual goals.	
Differentiated instructional groups based on data.	
Emphasis on involving students in data conversations.	
Small group Differentiated instruction based on data.	
High expectations/accountability for completion of Career Readiness Platform.	
Engaging students in data conversations.	
Differentiation and data-informed small group instruction.	

Promote and sustain a positive school environment where all members feel welcomed, supported and safe in school: socially, emotionally, intellectually and physically.	√
Collectively shape the vision for continuous improvement of teaching and learning	√
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	√
Future Ready indicated Green with 76.0	
Future Ready growth score of 70 resulting in Green.	
66.7% Growth measure which was an increase from the previous year.	
Student with disability group met growth standard with a score of 70 in 24-25 Future Ready	
Increased from 93.74% of previous year to 94.86%	

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
2024-2025 Future Reacy 34.9% Proficient or Advanced 25-26 Early Release data showed 45% Proficeint or Advanced on the ELA PSSA	√
24-25 Future Ready was 41.4% Proficient or Advanced 25-26 Math Performance was 53% Proficient or Advanced	
All Student Group meets the performance standards with attendance in 2023-2024 with 89.1% Not chronically absent.	
Red for 24-25 as the all student group did not meet the performance standard at 83.1%	
Red for 24-25 as the all student group did not meet the performance standard at 83.1%	
Limited data/evidence showing we are moving students out of the well-below or Below Basic perfomance level.	
Low % of students with proper documentation when absent requiring follow up home/school communication.	
24-25 24.4% Proficient or Advanced	
24-25 8.2% Proficient or Advanced. Much lower than ALL Group. Accomodations are being made but we are wondering if we may be doing do much scaffolding and decreasing rigor.	
Low % Proficient/Advanced in comparison to all learners.	
Low % Proficient/Advanced in comparison to all learners.	
Growth Score less than previous years. Less than student ALL group.	
Growth score less than previous years and less than the student ALL group.	
Growth score significantly less than previous year and less than the students ALL group.	
Not yet at the 2033 state-wide target. Decrease from 100 to 76.0 growth standard.	

Teacher Content Knowledge/capacity for Data-Informed Instruction.	
Teacher Content Knowledge	
Movement of students out of well below or Below Basic	
Teacher knowledge of content and best practices.	
Teacher efficacy with how to use the data to inform small group instruction.	
Identify and address individual student learning needs	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	√
Implement a multi-tiered system of supports for academics and behavior	√
Although met the growth standard there was a decrease of 18% from the previous yearl	
Low % of students with proper documentation when absent requiring follow up home/school communication.	
Low % of students with proper documentation when absent requiring follow up home/school communication.	
Implement evidence-based strategies to engage families to support learning	
Use multiple professional learning designs to support the learning needs of staff	

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.

Exemplary work in each essential practice positively connects to one another. Identified challenges align to district level work and/or plans for professional development.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
2024-2025 Future Ready 34.9% Proficient or Advanced 25-26 Early Release data showed 45% Proficient or Advanced on the ELA PSSA	Rigorous & Engaging Learning Experiences - Student engagement and flexible instruction	√
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Positive School Climate - PBIS Behavior Specific Praise	√
Implement a multi-tiered system of supports for academics and behavior	MTSS - We have lacked a clear structure and framework for MTSS.	√

Analyzing Strengths

Analyzing Strengths	Discussion Points
Emphasis on involving in data conversations. Tracking their data and setting individual goals.	This past year we had positive examples/artifacts of teachers engaging students in data conversations and goal setting.
Differentiated instructional groups based on data.	Increased efforts to differentiate learning based on assessments led to individualized. growth for students.
Promote and sustain a positive school environment where all members feel welcomed, supported and safe in school: socially, emotionally, intellectually and physically.	Positive relationships between adults and students and between students and peers is foundational for a positive learning environment.
Collectively shape the vision for continuous improvement of teaching and learning	Clear reminders/focus/accountability for the established goals and inputs to achieve them are essential.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	This past year we had positive examples/artifacts of teachers engaging students in data conversations and goal setting.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Rigorous & Engaging Learning Experiences - Flexible Instruction and Student Engagement
	Positive School Climate - PBIS Behavior Specific Praise
	Multi-Tiered Systems of Support (MTSS) Implementation - Advanced Tiers

Goal Setting

Priority: Multi-Tiered Systems of Support (MTSS) Implementation - Advanced Tiers

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 26-27 school year the CVSD advanced tried protocol and procedures will be fully implemented in ELA.			
Measurable Goal Nickname (35 Character Max)			
MTSS - Advanced Tiers			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Q1: Data analysis and planning for launch of ELA WIN Groups	Q2: launch of ELA WIN Groups using new CVSD protocols and procedures	Q3: evaluation and revision of ELA WIN groups	Q4: all grade levels will implement consistent WIN instructional blocks.

Priority: Rigorous & Engaging Learning Experiences - Flexible Instruction and Student Engagement

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
100% of students in grades K-5 are at/above benchmarks. In the student does not reach benchmark, 100% of students are making above average growth toward end-of-year criteria. (DIBELS + Acadience)			
Measurable Goal Nickname (35 Character Max)			
Flexible Instruction			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Collect baseline data and form groups for supports.	70% of students in grades K-5 are at/above benchmarks. If not at benchmark, 70% of the students not at benchmark at making above average growth.	progress monitor and make adjustments to supports	100% of students in grades K-5 are at/above benchmarks. If not at benchmark, 100% of the students not at benchmark at making above average growth.

Priority: Positive School Climate - PBIS Behavior Specific Praise

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By May 2027, Learning Walk Data for "behavior specific praise" indicators will increase by 10% from baseline data collected in Spring 2026.			
Measurable Goal Nickname (35 Character Max)			
Behavior Specific Praise			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Fall Learning Walks: 2% increase from Spring 2026	Winter Learning Walks: 5% increase from Spring 2026	Spring Learning Walks: 8% increase from Spring 2026	EOY Learning Walks: By May 2027, Learning Walk Data for "behavior specific praise" indicators will increase by 10% from baseline data collected in Spring 2026.

Action Plan

Measurable Goals

MTSS - Advanced Tiers	Flexible Instruction
Behavior Specific Praise	

Action Plan For: MTSS

Measurable Goals:
• By the end of the 26-27 school year the CVSD advanced tried protocol and procedures will be fully implemented in ELA.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish clear MTSS meeting schedule and data review protocols with Advanced Tiers Team.		2026-08-17	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal Reading Specialist	Instructional Support Teachers District Data Meeting Schedule	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Utilize DIBELS, Acadience, IXL, classroom assessments and teacher input to identify students requiring intervention.		2026-08-17	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Lead Teacher Reading Specialist	Fall Data for students	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement consistent ELA WIN blocks at every grade level including intervention menus and progress monitoring tools for ELA.		2026-10-12	2027-01-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Lead Teacher Principal Reading Specialist	Training materials for ELA WIN programs	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Collaborate with classroom teachers on designing effective small group instruction within the core (Tier 1).		2026-10-12	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialist	District Tier 1 Small Group training materials	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Share MTSS progress with families and send regular family updates anchored in activities that can be used at home to support their child's intervention focus.		2026-11-23	2027-03-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teachers Reading Specialist	Literacy activities for home support Intervention progress reports	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students receiving Advanced Tiers supports will demonstrate progress and have aligned services.	Schoolwide Planning Team will meet 3x per year to evaluate progress toward Action Steps.

Action Plan For: Positive School Climate - PBIS

Measurable Goals:
• By May 2027, Learning Walk Data for "behavior specific praise" indicators will increase by 10% from baseline data collected in Spring 2026.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continue implementation of PBIS Tier Systems and PBIS rewards (school store, teacher PBIS points, assemblies).		2026-08-17	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kelly Keim, Assistant Principal	District PBIS Resources	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Monthly attendance meetings held to review attendance data and intervention plans (if needed)		2026-09-01	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kelly Keim, Assistant Principal	District attendance procedures	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS - Behavior Specific Praise: Train teachers on the elements of Behavior Specific Praise. Conduct classroom learning walks focused on behavior specific praise and proactive classroom management.		2026-08-17	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kelly Keim, Assistant Principal	Classroom Mosaic Learning Walk Tool District Professional Learning Plans	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Increase family communication regarding attendance through regular principal newsletters.		2026-09-01	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kelly Keim, Assistant Principal	School attendance team	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Celebrate attendance growth and positive behavior through monthly recognition programs (assemblies, morning announcements, screens throughout building).		2026-08-17	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kelly Keim, Assistant Principal	School attendance team Celebration materials Assembly schedule	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will feel a deeper sense of belonging and connectedness to the Smoketown community.	Schoolwide Planning Team will meet 3x per year to review progress toward action steps.

Action Plan For: High-Leverage Instructional Strategies for Student Engagement

Measurable Goals:
• 100% of students in grades K-5 are at/above benchmarks. In the student does not reach benchmark, 100% of students are making above average growth toward end-of-year criteria. (DIBELS + Acadience)

Action Step	Anticipated Start Date	Anticipated Completion Date

Implement high-leverage instructional strategies based on Schlechty's Levels of Engagement (Classroom walkthrough feedback, Learning Walk data in Classroom Mosaic).		2026-08-17	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dr. Andy Graybill, Principal Dr. Kelly Galbraith, Director of C&I	District toolkit of high leverage instructional strategies	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct regular learning walks focused on student engagement indicators (Classroom Mosaic).		2026-08-17	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dr. Andy Graybill, Principal Dr. Kelly Galbraith, Director of C&I	Classroom Mosaic Learning Walk Schedule	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Train staff on high-impact instructional strategies (inservice, faculty meetings)		2026-08-17	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dr. Andy Graybill, Principal Reading Specialist Math Specialist	District training materials	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Instructional Coaching Initiative - Provide coaching supports to encourage collaboration between coaches and classroom teachers.		2027-01-04	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dr. Andy Graybill, Principal Instructional Coaches (Rdg/Math Spec)	District Coaching Plan	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Share engagement data during grade level meetings and core team meetings.		2026-08-17	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Principal and Assistant Principal	Classroom Mosaic Data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Increase student voice opportunities through classroom goal setting and reflection.		2026-09-28	92027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers	Protocols and materials to support data conversations	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Student engagement in learning opportunities will increase.	Schoolwide Planning Team will meet 3x per year to monitor progress toward action steps.

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	
Other Expenditures	• MTSS	Reading & Math Specialist Salaries and Benefits	211792	
Total Expenditures				211792

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	Collaborate with classroom teachers on designing effective small group instruction within the core (Tier 1).
Positive School Climate - PBIS	PBIS - Behavior Specific Praise: Train teachers on the elements of Behavior Specific Praise. Conduct classroom learning walks focused on behavior specific praise and proactive classroom management.
High-Leverage Instructional Strategies for Student Engagement	Train staff on high-impact instructional strategies (inservice, faculty meetings)

Positive School Climate - PBIS

Action Step		
• PBIS - Behavior Specific Praise: Train teachers on the elements of Behavior Specific Praise. Conduct classroom learning walks focused on behavior specific praise and proactive classroom management.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
Learning walk	3 sessions - Fall 2026
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

High-Leverage Instructional Strategies for Student Engagement

Action Step
• Train staff on high-impact instructional strategies (inservice, faculty meetings) • Collaborate with classroom teachers on designing effective small group instruction within the core (Tier 1).
Audience
Topics to be Included
Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly sessions across the year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	