

Lengel MS

CSI School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Lengel MS		129546103
Address 1		
1541 Laurel Blvd		
Address 2		
City	State	Zip Code
Pottsville	PA	17901
Chief School Administrator		Chief School Administrator Email
Dr Guy Lowery		glowery@pottsville.k12.pa.us
Principal Name		
Dr. Caitlin Mohl		
Principal Email		
cmohl@pottsville.k12.pa.us		
Principal Phone Number		Principal Extension
570-621-2924		
School Improvement Facilitator Name		School Improvement Facilitator Email
Barbara Wilkinson		wilkb@iu29.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Vision for Learning

Vision for Learning

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

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

In 24/25 ELA/Lit, 33.7% of the all student group was proficient and advanced compared to the statewide average of 49.9%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	In 24/25 ELA/Lit, 40.5% of the two or more races student subgroup was proficient and advanced. This subgroup increased from 23/24 but is still below the statewide average.
English Learners	In 24/25 ELA/Lit, 100% of two or more races, black, and EL student subgroups participated in the ELA PSSAs.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	In 24/25 ELA/Lit, 19.6% of the black student subgroup was proficient and advanced. 39% were proficient and advanced in 23/24.
Students with Disabilities	In 24/25 ELA/Lit, 8.5% of the student with disabilities student subgroup was proficient and advanced. 20.5% were proficient and advanced in 23/24.
Hispanic	In 24/25 ELA/Lit, 27.2% of the hispanic student subgroup was proficient and advanced. 34.1% were proficient and advanced in 23/24. This trend of decreasing scores continued in the white (36.1%), economically disadvantaged (28.2%), and combined ethnicity (27.7%) student subgroups.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

In 24/25 Mathematics/Algebra, 28.2% of the all student group was proficient and advanced compared to the statewide average of 41.7%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	In 24/25 Mathematics/Algebra, 19.6% of the hispanic student subgroup maintained the same performance from the previous year.

English Learners	In 24/25 Mathematics/Algebra, 100% of two or more races, black, and EL student subgroups participated in the Math PSSAs.
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Challenges

ESSA Student Subgroups	Indicator
English Learners	In 24/25 Mathematics/Algebra, 8.3% of the EL student subgroup was proficient and advanced. Sample was insufficient for proficient and advanced in 23/24.
Students with Disabilities	In 24/25 Mathematics/Algebra, 7.4% of the student with disabilities student subgroup was proficient and advanced. 9.3% were proficient and advanced in 23/24.
African-American/Black	In 24/25 Mathematics/Algebra, 21.7%% of the black student subgroup was proficient and advanced. 24.4% were proficient and advanced in 23/24. This trend of decreasing scores continued in the white (31.3%), two or more races (18.9%), economically disadvantaged (22.7%), and combined ethnicity (19.8%) student subgroups.

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

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

Comments/Notable Observations

In 24/25 ELA/Lit, 50.0 of the all student group showed academic growth compared to the statewide average of 75.4.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	In 24/25 ELA/Lit, of all the student subgroups, the hispanic student subgroup was closest to the statewide growth standard at 67.0.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	In 24/25 ELA/Lit, 50.0 of the ED student subgroup demonstrated a decline in growth compared to 23/24 with a score of 96.0.
White	In 24/25 ELA/Lit, 100.0 of the white student subgroup demonstrated a decline in growth compared to 23/24 with a score of 50.0.
Combined Ethnicity	In 24/25 ELA/Lit, 58.0 of the combined ethnicity student subgroup was proficient and advanced. 82.0 were proficient and advanced in 23/24. This trend of decreasing scores continued in the black (65.0), economically disadvantaged (50.0), and students with disabilities (53.0) student subgroups.

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

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

Comments/Notable Observations

In 24/25 Mathematics/Algebra, 89.0 of the all student group showed academic growth compared to the statewide average of 74.9.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	In 24/25 Mathematics/Algebra, 86.0 of white subgroup showed academic growth compared to 23/24 of 82.4.
Economically Disadvantaged	In 24/25 Mathematics/Algebra, 89.0 of economically disadvantaged subgroup showed academic growth compared to 23/24 of 74.0.
African-American/Black	In 24/25 Mathematics/Algebra, 79.0 of black subgroup showed academic growth compared to the statewide average with was 74.0.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	In 24/25 Mathematics/Algebra, 73.0 of the combined ethnicity student subgroup demonstrated a decline in growth compared to 23/24 with a score of 76.0.
Hispanic	In 24/25 Mathematics/Algebra, 74.0 of the hispanic student subgroup demonstrated a decline in growth compared to 23/24 with a score of 78.0.
Students with Disabilities	In 24/25 Mathematics/Algebra, 78.0 of the students with disabilities student subgroup was proficient and advanced. 80.0 were proficient and advanced in 23/24.

English Language Growth and Attainment

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

In 24/25, the all student group for attendance fell just short of meeting the statewide average of 79.6%. The all student group was 79.4% in attendance.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	In 24/25, the white student subgroup for attendance is 82.7% which is above the statewide average of 79.6%.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	In 24/25, the hispanic student subgroup for attendance is 67.3%. In 23/24 this subgroup was at 71.4% for attendance.
African-American/Black	In 24/25, the combined ethnicity student subgroup is 70.5%, the black student subgroup is 70.8%, the two or more races student subgroup is 77.8%, economically disadvantaged student subgroup is 74.8%, and students with disabilities student subgroup is 73.7%. All of these subgroups increased or maintained from 23/24.
Students with Disabilities	In 24/25 Mathematics/Algebra, 78.0 of the students with disabilities student subgroup was proficient and advanced. 80.0 were proficient and advanced in 23/24. This trend of decreasing scores continued in the black (65.0), economically disadvantaged (50.0), and students with disabilities (53.0) student subgroups.

Career Standards Benchmark

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

Comments/Notable Observations

In 24/25, the all student group in career standards benchmark was 97.6% which is above the statewide average of 91.5%.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	In 24/25, the black student subgroup in career standards benchmark was 100% which was above the statewide average of 91.5%.
White	In 24/25, the white student subgroup in career standards benchmark was 97.8% which was above the statewide average of 91.5%. The economically disadvantaged (97.1%) and combined ethnicity (97.0%) student subgroups increased from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	In 24/25, the students with disabilities student subgroup in career standards benchmark was 93.3% which was the lowest of all student subgroups.
Hispanic	In 24/25, the hispanic student subgroup in career standards benchmark was 94.9% which was the second lowest of all student subgroups.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

In 24/25 Mathematics/Algebra, 89.0 of the all student group showed academic growth compared to the statewide average of 74.9.
In 24/25 Mathematics/Algebra, 89.0 of ED subgroup showed academic growth compared to 23/24 of 74.0.
In 24/25, the all student group in career standards benchmark was 97.6% which is above the statewide average of 91.5%.
In 24/25, the white student subgroup for attendance is 82.7% which is above the statewide average of 79.6%.

Challenges

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

In 24/25 ELA/Lit, 33.7% of the all student group was proficient and advanced compared to the statewide average of 49.9%.
In 24/25 Mathematics/Algebra, 28.2% of the all student group was proficient and advanced compared to the statewide average of 41.7%.

In 24/25 ELA/Lit, 50.0 of the all student group showed academic growth compared to the statewide average of 75.4.

In 24/25, the all student group for attendance fell just short of meeting the statewide average of 79.6%. The all student group was 79.4% in attendance.

In 24/25 Mathematics/Algebra, 78.0 of the students with disabilities student subgroup was proficient and advanced. 80.0 were proficient and advanced in 23/24. This trend of decreasing scores continued in the black (65.0), economically disadvantaged (50.0), and students with disabilities (53.0) student subgroups.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS grade 5	Title I benchmark data will continue to be utilized to form intervention groups to target students' needs. Student DIBELS Data from 25-26 5th grade: BOY: 44% of 5th grade students are on level or above level EOY: 62% of 5th grade students are on level or above level The above level student group increased from 13% (BOY) to 39% (EOY).
iXL Benchmarks grades 5-8	iXL benchmark data will be utilized to form intervention groups to target students' needs in the classrooms. iXL benchmark data will be reviewed by classroom teachers to help guide instruction. Student Data from 25-26 ELA: 5th grade: BOY average SMART Score: 459 EOY average SMART Score: 539 6th grade: BOY average SMART Score: 563 EOY average SMART Score: 640 7th grade: BOY average SMART Score: 647 EOY average SMART Score: 738 8th grade: BOY average SMART Score: 758 EOY average SMART Score: 845

English Language Arts Summary

Strengths

The iXL program was implemented across grade levels and utilized for benchmarking purposes. The iXL program correlates with our ELA series in grade 5 and curriculum in grades 6-8.

Challenges

Students do not have sufficient opportunities to read. When reading opportunities are provided, student participation in these opportunities remains low. Promoting a school culture that emphasizes reading is imperative.

The curriculum does not have an explicit focus on writing skills in grades 5-8.

Mathematics

Data	Comments/Notable Observations
iXL Benchmarks grades 5-8	iXL benchmark data will be utilized to form intervention groups to target students' needs in the classrooms. iXL benchmark data will be reviewed by classroom teachers to help guide instruction. Student Data from 25-26 Math: 5th grade: BOY average SMART Score: 414 EOY average SMART Score: 495 6th grade: BOY average SMART Score: 582 EOY average SMART Score: 604 7th grade: BOY average SMART Score: 601 EOY average SMART Score: 666 8th grade: BOY average SMART Score: 690 EOY average SMART Score: 764

Mathematics Summary

Strengths

In math, the iXL program was implemented across grade levels and utilized for benchmarking purposes.

Challenges

The 7th and 8th grade series does not correspond with iXL in math.

The math curriculum is not vertically aligned from Kindergarten through Algebra 1.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
iXL Benchmarks: Grades 5-8	iXL benchmark data will continue being reviewed by classrooms teachers to help guide instruction.

Science, Technology, and Engineering Education Summary

Strengths

iXL has provided an opportunity for standardized practice, directly related to the STEELS-aligned science standards.

Challenges

In science, common classroom assessments are not being utilized consistently.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Course	The course addresses the Career Readiness standards and aligns with Lengel's vision for socially responsible students
Smart Futures	Smart Futures is a program that assist in tracking career standards and students' online portfolios.

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.

Having two school counselors allows students more access to career counseling through career readiness courses and individual meetings.
Smart Futures is a supplemental program that assists with student career counseling.

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.

Some alternatively placed students and transfer students have not submitted their required pieces of Career Readiness evidence.
Some virtual students are not active participants in the Career Readiness curriculum and have not submitted their pieces of Career Readiness evidence.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
iXL data utilized to determine growth for English Learners subgroup.	More support has been added for English Learners over the past few years.
WIDA access scores	There are inconsistencies in testing outcomes across buildings.

Students with Disabilities

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

Data	Comments/Notable Observations
iXL Benchmarks	iXL tailors instruction based on students' needs.
Read Naturally	Started using Read Naturally 24-25. Read Naturally: Focuses on improving reading fluency, vocabulary, and comprehension through a combination of teacher modeling, repeated reading, and progress monitoring. Develops struggling readers. Allows students to practice high-interest material at their skill level.
Reading intervention programs	Identifies students' deficiencies according to standards. Provides additional resources to increase individualized student learning. Incorporate multiple modes of instruction (on-line and direct teaching).

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
iXL Benchmarks	Provides the ability for educators to review individual student data Provides grade level data
Common assessments	Provided the ability for educators to review individual student data Provides grade level data

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.

Opportunities to collect common forms of data to guide effective instruction is available to all educators.
Support has been added in the EL program and intervention.

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.

In the EL program, there are inconsistencies in testing outcomes across buildings which creates a disconnect when students move to buildings.
There has been a large increase in students who are entering the middle school and need supplemental ELA and/or Mathematics supports which indicates a significant deficit below grade level.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

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In 25/26, we partnered with Alvernia University to provide quality professional development to staff.

In 25/26, we partnered with the Schuylkill IU 29 to provide opportunities for educators to review PVAAS scores.

Challenges

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

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Our school district currently lacks systematic, collaborative planning processes to ensure coordinated, aligned, and evidence-based instruction.
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Our school district does not currently utilize a variety of assessments to monitor student learning and adjust programs and instructional practices.
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Our current leadership capacity presents a challenge to the successful implementation of initiatives designed to enhance the well-being of students, staff, and the school community.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
In 24/25 Mathematics/Algebra, 89.0 of the all student group showed academic growth compared to the statewide average of 74.9.	True
In 24/25 Mathematics/Algebra, 89.0 of ED subgroup showed academic growth compared to 23/24 of 74.0.	True
In 24/25, the all student group in career standards benchmark was 97.6% which is above the statewide average of 91.5%.	False
The iXL program was implemented across grade levels and utilized for benchmarking purposes. The iXL program correlates with our ELA series in grade 5 and curriculum in grades 6-8.	False
In math, the iXL program was implemented across grade levels and utilized for benchmarking purposes.	False
iXL has provided an opportunity for standardized practice, directly related to the STEELS-aligned science standards.	False
Having two school counselors allows students more access to career counseling through career readiness courses and individual meetings.	False
Smart Futures is a supplemental program that assists with student career counseling.	False
Opportunities to collect common forms of data to guide effective instruction is available to all educators.	False
Support has been added in the EL program and intervention.	False
In 25/26, we partnered with Alvernia University to provide quality professional development to staff.	True
In 25/26, we partnered with the Schuylkill IU 29 to provide opportunities for educators to review PVAAS scores.	True
In 24/25, the white student subgroup for attendance is 82.7% which is above the statewide average of 79.6%.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
In 24/25 ELA/Lit, 33.7% of the all student group was proficient and advanced compared to the statewide average of 49.9%.	True

In 24/25 Mathematics/Algebra, 28.2% of the all student group was proficient and advanced compared to the statewide average of 41.7%.	True
In 24/25 ELA/Lit, 50.0 of the all student group showed academic growth compared to the statewide average of 75.4.	True
In 24/25, the all student group for attendance fell just short of meeting the statewide average of 79.6%. The all student group was 79.4% in attendance.	True
In 24/25 Mathematics/Algebra, 78.0 of the students with disabilities student subgroup was proficient and advanced. 80.0 were proficient and advanced in 23/24. This trend of decreasing scores continued in the black (65.0), economically disadvantaged (50.0), and students with disabilities (53.0) student subgroups.	False
Students do not have sufficient opportunities to read. When reading opportunities are provided, student participation in these opportunities remains low. Promoting a school culture that emphasizes reading is imperative.	False
The curriculum does not have an explicit focus on writing skills in grades 5-8.	True
The 7th and 8th grade series does not correspond with iXL in math.	False
The math curriculum is not vertically aligned from Kindergarten through Algebra 1.	True
In science, common classroom assessments are not being utilized consistently.	False
Some alternatively placed students and transfer students have not submitted their required pieces of Career Readiness evidence.	False
Some virtual students are not active participants in the Career Readiness curriculum and have not submitted their pieces of Career Readiness evidence.	False
In the EL program, there are inconsistencies in testing outcomes across buildings which creates a disconnect when students move to buildings.	False
In 24/25, the hispanic student subgroup for attendance is 67.3%. In 23/24 this subgroup was at 71.4% for attendance.	False
In 24/25, the combined ethnicity student subgroup is 70.5%, the black student subgroup is 70.8%, the two or more races student subgroup is 77.8%, economically disadvantaged student subgroup is 74.8%, and students with disabilities student subgroup is 73.7%. All of these subgroups increased or maintained from 23/24.	False
There has been a large increase in students who are entering the middle school and need supplemental ELA and/or Mathematics supports which indicates a significant deficit below grade level.	False
Our school district currently lacks systematic, collaborative planning processes to ensure coordinated, aligned, and evidence-based instruction.	True
Our school district does not currently utilize a variety of assessments to monitor student learning and adjust programs and instructional practices.	False
Our current leadership capacity presents a challenge to the successful implementation of initiatives designed to enhance the well-being of students, staff, and the school community.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

For the 26-27 school year, our school is designated as a Comprehensive Support and Improvement (CSI) school, based on student achievement data. Our primary areas of focus are Mathematics and English Language Arts, as all student groups demonstrated performance below the statewide average in these subjects.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In 24/25 ELA/Lit, 33.7% of the all student group was proficient and advanced compared to the statewide average of 49.9%.	The school district participated in online testing for the first time during 24-25, which has been identified as a potential impact on the decline in proficiency. The middle school ELA department reviewed the written curriculum and identified that the content standards were not effectively aligned with the instruction.	True
In 24/25 Mathematics/Algebra, 28.2% of the all student group was proficient and advanced compared to the statewide average of 41.7%.	The school district has identified that the curriculum and materials for math instruction were not aligned and needed to be updated. In grades 6-8, non-research based programming was being used. Additional teacher support is needed to ensure curriculum materials are aligned and math strategies are being effectively implemented in the classrooms.	True
In 24/25 ELA/Lit, 50.0 of the all student group showed academic growth compared to the statewide average of 75.4.		False
The curriculum does not have an explicit focus on writing skills in grades 5-8.		False
The math curriculum is not vertically aligned from Kindergarten through Algebra 1.	The school district has identified that the curriculum and materials for math instruction were not aligned and needed to be updated. In grades 6-8, non-research based programming was being used. Additional teacher support is needed to ensure curriculum materials are aligned and math strategies are being effectively implemented in the classrooms.	True
Our school district currently lacks systematic, collaborative planning processes to ensure coordinated, aligned, and evidence-based instruction.		False
In 24/25, the all student group for attendance fell just short of meeting the statewide average of 79.6%. The all student group was 79.4% in attendance.	In order for students to access appropriately standard-aligned instruction, regular school attendance is necessary. Additional support is needed to ensure families are being contacted early regarding attendance issues.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
In 24/25 Mathematics/Algebra, 89.0 of the all student group showed academic growth compared to the statewide average of 74.9.	Despite not reaching the proficiency levels, the all student group made growth in mathematics, indicating that instruction was effective and students were learning.
In 24/25 Mathematics/Algebra, 89.0 of ED subgroup showed academic growth compared to 23/24 of 74.0.	
In 25/26, we partnered with Alvernia University to provide quality professional development to staff.	Teachers gained valuable and alternate approaches to deliver instruction that focuses on highly engaging, hands-on learning for students.
In 25/26, we partnered with the Schuylkill IU 29 to provide opportunities for educators to review PVAAS scores.	Scheduled meetings to utilize the Digging Deeper documents provided valuable insight into systemic challenges, as well as areas of instructional practices that needed to be reviewed and updated to better meet the needs of our learners.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we prioritize students nearing proficiency and identify the skill deficits, then instruction and intervention can be tailored to the literacy, grammar, and writing needs of our students necessary to reach proficiency.
	If we prioritize students nearing proficiency and identify the skill deficits, then instruction and intervention can be tailored to ensure foundational math skills are established and students are able to apply those concepts to more complex mathematical processes.
	If we vertically align the math curriculum from K-8, then gaps in the curriculum will be addressed and students will have established foundational skills to appropriately progress through the standards-aligned curriculum.
	If we build relationships with families and increase communication regarding regular attendance, then the all student group will show an increase in regular attendance.

Goal Setting

Priority: If we prioritize students nearing proficiency and identify the skill deficits, then instruction and intervention can be tailored to the literacy, grammar, and writing needs of our students necessary to reach proficiency.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Based on the 2024-25 PSSA ELA proficiency of 33.7%, the percentage of students achieving proficiency on the 2027 PSSA ELA will increase to 39%, representing a 5% increase in proficiency from the most recently available PSSA ELA scores.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, students will complete the baseline ELA assessment in Firefly.	By the end of the second quarter, 50% of students will demonstrate an increase of at least 40 points in iXL ELA.	By the end of the third quarter, at least 39% of students will be identified as "prepared" following the completion of the second Firefly benchmark.	By the end of the 2026-27 school year, at least 39% of students will be proficient/advanced on the PSSA ELA.

Priority: If we prioritize students nearing proficiency and identify the skill deficits, then instruction and intervention can be tailored to ensure foundational math skills are established and students are able to apply those concepts to more complex mathematical processes.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Based on the 2024-25 PSSA Math proficiency of 28.2%, the percentage of students achieving proficiency on the 2027 PSSA Math will increase to 33%, representing a 5% increase in proficiency from the most recently available PSSA Math scores.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, students will complete the baseline Math assessment in Firefly.	By the end of the second quarter, 50% of students will demonstrate an increase of at least 40 points in iXL Math.	By the end of the third quarter, at least 33% of students will be identified as "prepared" following the completion of the second Firefly benchmark.	By the end of the 2026-27 school year, at least 33% of students will be proficient/advanced on the PSSA Math.

Priority: If we vertically align the math curriculum from K-8, then gaps in the curriculum will be addressed and students will have established foundational skills to appropriately progress through the standards-aligned curriculum.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, grades 5-8 mathematics curriculum will be fully aligned and documented, achieving 100% integration of content standards and eligible content, cohesive instructional materials and resources, common assessments, and vertical instructional continuity across grades 5-8.			
Measurable Goal Nickname (35 Character Max)			
Curriculum			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, 25% of the curriculum template will be completed for each grade level and will include the standards and eligible content.	By the end of the second quarter, 50% of the curriculum template will be completed for each grade level and will include the standards and eligible content and the corresponding instructional materials and resources.	By the end of the third quarter, 75% of the curriculum template will be completed for each grade level and will include the standards and eligible content, the corresponding instructional materials and resources, and the common assessments used to measure progress toward mastery of content standards.	By the end of the fourth quarter, 100% of the curriculum template will be completed for grades 5-8 and will include the standards and eligible content, the corresponding instructional materials and resources, common assessments, and vertical instructional continuity across all grade levels.

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

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, 81% of students will demonstrate regular attendance.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, 89% of students will demonstrate regular attendance.	By the second of the first quarter, 86% of students will demonstrate regular attendance.	By the end of the third quarter, 83% of students will demonstrate regular attendance.	By the end of the fourth quarter, 81% of students will demonstrate regular attendance.

Action Plan

Measurable Goals

ELA Goal	Math Goal
Curriculum	Attendance

Action Plan For: Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development

Measurable Goals:
Based on the 2024-25 PSSA Math proficiency of 28.2%, the percentage of students achieving proficiency on the 2027 PSSA Math will increase to 33%, representing a 5% increase in proficiency from the most recently available PSSA Math scores.

Action Step		Anticipated Start Date	Anticipated Completion Date
Hire a school based instructional specialist (SBIS) to help provide professional development, curriculum support, teacher coaching, and data analysis at D.H.H. Lengel Middle School.		2026-07-27	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal	- SBIS Job description - Hiring committee	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
The math department will meet and the lead teacher will introduce the math problem solving practice guide to the team.		2026-08-24	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Lead Teacher School Based Instructional Specialist	- Practice Guide - Math team including Title I Interventionists, Instructional Coach, and School Based Instructional Specialist - Math intervention supplies eGrants: Lengel Salaries and Benefits for Interventionists including transferred Title IIA Funds for Math Intervention, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strategy: Prepare problems as whole class instruction. The math lead teacher meets with the team to introduce and discuss strategy. Teachers implement the strategy with students in all classes.		2026-09-01	2026-09-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Lead Teacher School Based Instructional Specialist	- Practice Guide - Math team including Title I Interventionists, Instructional Coach, and School Based Instructional Specialist - Math intervention supplies eGrants: Lengel Salaries and Benefits for Interventionists including transferred Title IIA Funds for Math Intervention, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strategy: Assist students in monitoring and reflecting on the problem solving process. The math lead teacher meets with the team to introduce and discuss strategy. Teachers implement the strategy with students in all classes.		2026-10-01	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Lead Teacher School Based Instructional Specialist	- Practice Guide - Math team including Title I Interventionists, Instructional Coach, and School Based Instructional Specialist - Math intervention supplies eGrants: Lengel Salaries and Benefits for Interventionists including transferred Title IIA Funds for Math Intervention, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Have students take Fall Firefly assessment and analyze student data with math team. Following data analysis: - The School-Based Instructional Specialist will develop targeted Professional Learning Communities (PLCs) tailored to address student deficit data trends identified through assessments. The SBIS will utilize best practices learned in conferences and/or trainings. - Teachers will implement interventions based on student data. They will utilize the strategies shared at PLCs and the Title I Team will provide resources and materials as needed. - Students participating in the school's evidence-based mathematics interventions will receive recognition for achieving individualized growth goals. The PBIS Team and School Based Instructional Specialist will collaboratively plan a quarterly incentive program aimed at enhancing student engagement, persistence, and		2026-10-12	2026-10-30

consistent participation in the intervention, ultimately contributing to improved mathematics outcomes.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal	- Firefly assessment - Student data - iPads - Math team including Title I Interventionists, Title I Instructional Paraprofessional, Instructional Coach, and School Based Instructional Specialist eGrants: Lengel Salaries and Benefits for Interventionists including transferred Title IIA Funds for Math Intervention, and Instructional Coach and School Based Instructional Specialist Salaries and Benefits	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strategy: Teach students how to use visual representations. The math lead teacher meets with the team to introduce and discuss strategy. Teachers implement the strategy with students in all classes.		2026-11-02	2026-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Lead Teacher School Based Instructional Specialist	- Practice Guide - Math team including Title I Interventionists, Instructional Coach, and School Based Instructional Specialist - Math intervention supplies eGrants: Lengel Salaries and Benefits for Interventionists including transferred Title IIA Funds for Math Intervention, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strategy: Expose students to multiple problem-solving strategies. The math lead teacher meets with the team to introduce and discuss strategy. Teachers implement the strategy with students in all classes.		2026-12-01	2026-12-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Lead Teacher School Based Instructional Specialist	- Practice Guide - Math team including Title I Interventionists, Instructional Coach, and School Based Instructional Specialist - Math intervention supplies eGrants: Lengel Salaries and Benefits for Interventionists including transferred Title IIA Funds for Math Intervention, Instructional Coach	No	

	and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies		
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Action Step		Anticipated Start Date	Anticipated Completion Date
Take iXL assessment and analyze student data with math team. Following data analysis: - The School-Based Instructional Specialist will develop targeted Professional Learning Communities (PLCs) tailored to address student deficit data trends identified through assessments. The SBIS will utilize best practices learned in conferences and/or trainings. - Teachers will implement interventions based on student data. They will utilize the strategies shared at PLCs and the Title I Team will provide resources and materials as needed. - Students participating in the school's evidence-based mathematics interventions will receive recognition for achieving individualized growth goals. The PBIS Team and School Based Instructional Specialist will collaboratively plan a quarterly incentive program aimed at enhancing student engagement, persistence, and consistent participation in the intervention, ultimately contributing to improved mathematics outcomes.		2026-12-07	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal	- iXL - Student data - iPads - Math team including Title I Interventionists, Title I Instructional Paraprofessional, Instructional Coach, and School Based Instructional Specialist eGrants: Lengel Salaries and Benefits for Interventionists including transferred Title IIA Funds for Math Intervention, and Instructional Coach and School Based Instructional Specialist Salaries and Benefits Title IA School Improvement Set-Aside: iXL	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strategy: Help students recognize and articulate mathematical concepts and notation. The math lead teacher meets with the team to introduce and discuss strategy. Teachers implement the strategy with students in all classes.		2027-01-04	2027-01-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Lead Teacher School Based	- Practice Guide - Math team including Title I Interventionists, Instructional Coach, and School Based Instructional Specialist - Math intervention	No	

Instructional Specialist	supplies eGrants: Lengel Salaries and Benefits for Interventionists including transferred Title IIA Funds for Math Intervention, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies		
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Action Step		Anticipated Start Date	Anticipated Completion Date
Have students take Winter Firefly assessment and analyze student data with math team. Following data analysis: - The School-Based Instructional Specialist will develop targeted Professional Learning Communities (PLCs) tailored to address student deficit data trends identified through assessments. The SBIS will utilize best practices learned in conferences and/or trainings. - Teachers will implement interventions based on student data. They will utilize the strategies shared at PLCs and the Title I Team will provide resources and materials as needed. - Students participating in the school's evidence-based mathematics interventions will receive recognition for achieving individualized growth goals. The PBIS Team and School Based Instructional Specialist will collaboratively plan a quarterly incentive program aimed at enhancing student engagement, persistence, and consistent participation in the intervention, ultimately contributing to improved mathematics outcomes.		2027-02-01	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal	- Firefly assessment - Student data - iPads - Math team including Title I Interventionists, Title I Instructional Paraprofessional, Instructional Coach, and School Based Instructional Specialist eGrants: Lengel Salaries and Benefits for Interventionists including transferred Title IIA Funds for Math Intervention, and Instructional Coach and School Based Instructional Specialist Salaries and Benefits	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will implement strategies from the math practice guide in all math classrooms.	Building Administration will review the student data progress on Firefly and iXL assessments and report progress quarterly in FRCPP.

Action Plan For: Curriculum mapping and Observations in Alignment with Professional Development

Measurable Goals:
By the end of the 2026-27 school year, grades 5-8 mathematics curriculum will be fully aligned and documented, achieving 100% integration of content standards and eligible content,

cohesive instructional materials and resources, common assessments, and vertical instructional continuity across grades 5-8.

Action Step		Anticipated Start Date	Anticipated Completion Date
The math curriculum team will meet over the summer to view the curriculum template and discuss any necessary modifications. The team will discuss the timeline to complete the curriculum mapping and develop the plan for implementation.		2026-06-17	2026-06-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Lead Teacher	- Curriculum template - Shared document (template) - SAS Portal - New math series	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hire a school based instructional specialist (SBIS) to help provide professional development, curriculum support, teacher coaching, and data analysis at D.H.H. Lengel Middle School.		2026-07-27	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal	- SBIS Job description - Hiring committee	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
The enVision Math training will take place for 7th and 8th grade math teachers. At the training, teachers will learn about instructional materials and resources that will support developing the curriculum template.		2026-08-24	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum	- Curriculum template - Shared document (template) - New math series - Math team including Title I Interventionists and School Based Instructional Specialist eGrants: Lengel Salaries and Benefits for Interventionists including transferred Title IIA Funds for Math Intervention, and School Based Instructional Specialist Salary and Benefits	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
The math curriculum team will work on inputting the standards and eligible content into the curriculum template.		2026-06-22	2026-10-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum School Based Instructional Specialist	- Curriculum template - Shared document (template) - SAS Portal - New math series - Math team including Title I Interventionists, School Based Instructional Specialist, and Instructional Coach eGrants: Lengel Salaries and Benefits for Math Interventionists including transferred Title IIA Funds for Math Intervention, and Instructional Coach and School Based Instructional Specialist Salaries and Benefits	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
The math curriculum team will work on inputting the corresponding instructional materials and resources into the curriculum template. The training from SAVVAS on the enVision math series will support this initiative. The School Based Instructional Specialist will visit classrooms to assist teachers with effectively utilizing the corresponding instructional materials and resources in their classrooms based on what they learned at the SAVVAS enVision math professional development.		2026-10-19	2026-12-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum School Based Instructional Specialist	- Curriculum template - Shared document (template) - SAS Portal - New math series - SAVVAS materials and resources - Math team including Title I Interventionists, School Based Instructional Specialist, and Instructional Coach eGrants: Lengel Salaries and Benefits for Math Interventionists including transferred Title IIA Funds for Math Intervention, and Instructional Coach and School Based Instructional Specialist Salaries and Benefits	No	

Action Step	Anticipated Start Date	Anticipated Completion Date

The math curriculum team will work on creating and inputting the common assessments into the curriculum template. The common assessments will be shared with the entire math department.		2027-01-06	2027-03-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum School Based Instructional Specialist	- Curriculum template - Shared document (template) - SAS Portal - New math series - Math team including Title I Interventionists, School Based Instructional Specialist, and Instructional Coach eGrants: Lengel Salaries and Benefits for Math Interventionists including transferred Title IIA Funds for Math Intervention, and Instructional Coach and School Based Instructional Specialist Salaries and Benefits	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
The math curriculum team will work on vertical alignment of the math curriculum between grades 5-8.		2027-03-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum School Based Instructional Specialist	- Curriculum template - Shared document (template) - SAS Portal - New math series - Math team including Title I Interventionists, School Based Instructional Specialist, and Instructional Coach eGrants: Lengel Salaries and Benefits for Math Interventionists including transferred Title IIA Funds for Math Intervention, and Instructional Coach and School Based Instructional Specialist Salaries and Benefits	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A complete math curriculum including standards and eligible content, corresponding instructional materials and resources, common assessments, and vertical instructional continuity across grades 5-8.	Building Administration will review the curriculum template progress in the shared document and report progress quarterly in FRCPP.

Action Plan For: Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development

Measurable Goals:
Based on the 2024-25 PSSA ELA proficiency of 33.7%, the percentage of students achieving proficiency on the 2027 PSSA ELA will increase to 39%, representing a 5% increase in proficiency from the most recently available PSSA ELA scores.

Action Step		Anticipated Start Date	Anticipated Completion Date
Hire a school based instructional specialist (SBIS) to help provide professional development, curriculum support, teacher coaching, and data analysis at D.H.H. Lengel Middle School.		2026-07-27	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal	- SBIS Job description - Hiring committee	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
The ELA, Special Education and Title I Teams will meet and the lead teachers will introduce the Reading Interventions for Students in Grades 4-9 practice guide to the team.		2026-08-24	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Supervisor School Based Instructional Specialist	- Practice Guide - ELA team including Title I Interventionists, Instructional Coach, School Based Instructional Specialist, and Special Education team - ELA intervention supplies eGrants: Lengel Salaries and Benefits for Interventionists, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strategy 1: Build students decoding skills so they can read complex multisyllabic words. Strategy 2: Provide purposeful fluency-building activities to help students read effortlessly. The Special Education lead teacher and School Based Instructional Specialist will meet with the team to introduce and discuss strategies. Teachers will implement the strategy with students in all intervention groups.		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Supervisor School Based Instructional Specialist	- Practice Guide - ELA team including Title I Interventionists, School Based Instructional Specialist, and Special Education team - ELA intervention supplies eGrants: Lengel Salaries and Benefits for Interventionists, School Based	No	

	Instructional Specialist Salary and Benefits, and Intervention supplies		
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Action Step		Anticipated Start Date	Anticipated Completion Date
Strategy 3: Routinely use a set of comprehension-building practices to help students make sense of the text - Part 3A. Build students' world and word knowledge so they can make sense of the text - Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read - Part 3C. Teach students a routine for determining the gist of a short section of text - Part 3D. Teach students to monitor their comprehension as they read The ELA lead teacher will meet with the team to introduce and discuss the strategy. Teachers will implement the strategy with students in all classes.		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Lead Teacher School Based Instructional Specialist	- Practice Guide - ELA team including Title I Interventionists, Instructional Coach, School Based Instructional Specialist, and Special Education team - ELA intervention supplies eGrants: Lengel Salaries and Benefits for Interventionists, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strategy 4: Provide students with opportunities, practice making sense of stretch text that will expose them to complex ideas and information. The ELA lead teacher will meet with the team to introduce and discuss the strategy. Teachers will implement the strategy with students in all classes.		2026-10-01	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Lead Teacher School Based Instructional Specialist	- Practice Guide - ELA team including Title I Interventionists, Instructional Coach, School Based Instructional Specialist, and Special Education team - ELA intervention supplies eGrants: Lengel Salaries and Benefits for Interventionists, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Have students take Fall Firefly assessment and analyze student data with ELA team. Following data analysis: - The School-Based Instructional Specialist will develop targeted Professional Learning Communities (PLCs) tailored to address student deficit data trends identified through assessments. The SBIS will utilize best practices learned in conferences and/or trainings. - Teachers will implement interventions based on student data. They will utilize the strategies shared at PLCs and the Title I Team will provide resources and materials as needed. - Students participating in the school's evidence-based ELA interventions will receive recognition for achieving individualized growth goals. The PBIS Team and School Based Instructional Specialist will collaboratively plan a quarterly incentive program aimed at enhancing student engagement, persistence, and consistent participation in the intervention, ultimately contributing to improved ELA outcomes.		2026-10-12	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal	- Firefly assessment - Student data - iPads - ELA team including Title I Interventionists, Title I Instructional Paraprofessional, Instructional Coach, School Based Instructional Specialist, and Special Education team eGrants: Lengel Salaries and Benefits for Interventionists, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Have students take iXL assessment and analyze student data with ELA team. Following data analysis: - The School-Based Instructional Specialist will develop targeted Professional Learning Communities (PLCs) tailored to address student deficit data trends identified through assessments. The SBIS will utilize best practices learned in conferences and/or trainings. - Teachers will implement interventions based on student data. They will utilize the strategies shared at PLCs and the Title I Team will provide resources and materials as needed. - Students participating in the school's evidence-based ELA interventions will receive recognition for achieving individualized growth goals. The PBIS Team and School Based Instructional Specialist will collaboratively plan a quarterly incentive program aimed at		2026-12-07	2026-12-18

enhancing student engagement, persistence, and consistent participation in the intervention, ultimately contributing to improved ELA outcomes.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal	- iXL - Student data - iPads - ELA team including Title I Interventionists, Title I Instructional Paraprofessional, Instructional Coach, School Based Instructional Specialist, and Special Education team eGrants: Lengel Salaries and Benefits for Interventionists, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies Title IA School Improvement Set-Aside: iXL	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Have students take Winter Firefly assessment and analyze student data with ELA team. Following data analysis: - The School-Based Instructional Specialist will develop targeted Professional Learning Communities (PLCs) tailored to address student deficit data trends identified through assessments. The SBIS will utilize best practices learned in conferences and/or trainings. - Teachers will implement interventions based on student data. They will utilize the strategies shared at PLCs and the Title I Team will provide resources and materials as needed. - Students participating in the school's evidence-based ELA interventions will receive recognition for achieving individualized growth goals. The PBIS Team and School Based Instructional Specialist will collaboratively plan a quarterly incentive program aimed at enhancing student engagement, persistence, and consistent participation in the intervention, ultimately contributing to improved ELA outcomes.		2027-02-01	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal	- Firefly assessment - Student data - iPads - ELA team including Title I Interventionists, Title I Instructional Paraprofessional, Instructional Coach, School Based Instructional Specialist, and Special Education team eGrants: Lengel Salaries and Benefits for Interventionists, Instructional Coach and School Based Instructional Specialist Salaries and Benefits, and Intervention supplies	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Teachers will implement strategies from the ELA practice guide in all ELA classrooms.	Building Administration will review the student data progress on Firefly and iXL assessments and report progress quarterly in FRCPP.
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Action Plan For: PBIS for Attendance

Measurable Goals:
By the end of the 2026-27 school year, 81% of students will demonstrate regular attendance.

Action Step		Anticipated Start Date	Anticipated Completion Date
The Outreach Team will consistently share attendance expectations through ParentSquare and the student handbook.		2026-08-25	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	ParentSquare, student handbook, email, Title I School Counselor, School Counselors, Title I School Based Instructional Specialist, Justice Works, Assistant Principal, and Dean of Students eGrants: Lengel Salaries and Benefits for School Counselor and School Based Instructional Specialist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Staff will be trained to utilize Panorama to run attendance reports. Attendance reports will be run monthly to identify students at risk of not meeting regular school attendance requirements. Students must be absent less than the following number of days to meet the regular attendance requirement: - Q1: 4.5 days - Q2: 9 days - Q3: 13.5 days - Q4: 18 days Caregivers will be contacted by phone, email, and text to establish a plan to support attendance if they are absent more than the allotted number of days.		2026-08-31	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Panorama, Skyward, ParentSquare, Title I School Counselor, School Counselors, Title I School Based Instructional Specialist, Justice Works, Assistant Principal, and Dean of Students eGrants: Lengel Salaries and Benefits for School Counselor and School Based Instructional Specialist	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who successfully meet the attendance requirements during the first quarter will receive points (Crimson Cash) through Navigate 360. The PBIS Team and Title I School Based Instructional Specialist will be responsible for rewarding the points to students and planning incentives such as a monthly attendance celebration. Any attendance concerns can be forwarded to the Outreach Team.		2026-08-31	2027-11-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Panorama, Skyward, ParentSquare, PBIS, Navigate 360, Title I School Counselor, School Counselors, Title I School Based Instructional Specialist, Assistant Principal, and Dean of Students eGrants: Lengel Salaries and Benefits for School Counselor and School Based Instructional Specialist Title IA School Improvement Set-Aside: Navigate 360 program and incentives	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who successfully meet the attendance requirements during the second quarter will receive points (Crimson Cash) through Navigate 360. The PBIS Team and Title I School Based Instructional Specialist will be responsible for rewarding the points to students and planning incentives such as a monthly attendance celebration. Any attendance concerns can be forwarded to the Outreach Team.		2026-11-10	2027-01-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Panorama, Skyward, ParentSquare, PBIS, Navigate 360, Title I School Counselor, School Counselors, Title I School Based Instructional Specialist, Assistant Principal, and Dean of Students eGrants: Lengel Salaries and Benefits for School Counselor and School Based Instructional Specialist Title IA School Improvement Set-Aside: Navigate 360 program and incentives	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who successfully meet the attendance requirements during the third quarter will receive points (Crimson Cash) through Navigate		2027-01-29	2027-04-09

360. The PBIS Team and Title I School Based Instructional Specialist will be responsible for rewarding the points to students and planning incentives such as a monthly attendance celebration. Any attendance concerns can be forwarded to the Outreach Team.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Panorama, Skyward, ParentSquare, PBIS, Navigate 360, Title I School Counselor, School Counselors, Title I School Based Instructional Specialist, Assistant Principal, and Dean of Students eGrants: Lengel Salaries and Benefits for School Counselor and School Based Instructional Specialist Title IA School Improvement Set-Aside: Navigate 360 program and incentives	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who successfully meet the attendance requirements during the fourth quarter will receive points (Crimson Cash) through Navigate 360. The PBIS Team and Title I School Based Instructional Specialist will be responsible for rewarding the points to students and planning incentives such as a monthly attendance celebration. Any attendance concerns can be forwarded to the Outreach Team.		2027-04-10	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Panorama, Skyward, ParentSquare, PBIS, Navigate 360, Title I School Counselor, School Counselors, Title I School Based Instructional Specialist, Assistant Principal, and Dean of Students eGrants: Lengel Salaries and Benefits for School Counselor and School Based Instructional Specialist Title IA School Improvement Set-Aside: Navigate 360 program and incentives	No	

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

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
School Based Instructional Specialist Salary for work done outside of contractual hours (i.e. PLCs, academic behavior or attendance incentives for students, outreach events for families, etc.)	- Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development - Curriculum mapping and Observations in Alignment with Professional Development - Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development - PBIS for Attendance	Salary	3	525
School Based Instructional Specialist Benefits for work done outside of contractual hours (i.e. PLCs, academic behavior or attendance	Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development	Benefits	3	94

incentives for students, outreach events for families, etc.)	• Curriculum mapping and Observations in Alignment with Professional Development • Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development • PBIS for Attendance			
iXL School Licenses for ELA and Math	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development • Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development	Supplies & Property	2	18375
Navigate 360 for data management and an implementation platform to support Lengel's	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific	Supplies & Property	1	2857.50

evidence-based PBIS framework	- Professional Development • Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development • PBIS for Attendance			
Academic Behavior Incentives for students to support Lengel's evidence-based PBIS framework	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development • Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development	Supplies & Property	1	8000
Professional Learning Community books, resources, and supplies	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development • Providing Reading Interventions	Supplies & Property	3	5000

	for Students in Grades 4-9 and Content-Focused Specific Professional Development			
Monthly attendance celebrations and/or attendance incentives to support Lengel's evidence-based PBIS framework	• PBIS for Attendance	Supplies & Property	1	8000
Conferences and/or training fees for the School Based Instructional Specialist	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development • Curriculum mapping and Observations in Alignment with Professional Development • Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development • PBIS for Attendance	Services	3	5000

Travel and lodging expenses for the School Based Instructional Specialist	- Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development - Curriculum mapping and Observations in Alignment with Professional Development - Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development - PBIS for Attendance	Services	3	2148.50
Total Expenditures				50000

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development	Lengel Salaries for Interventionists	183068	

	- Curriculum mapping and Observations in Alignment with Professional Development - Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development			
Instruction	- Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development - Curriculum mapping and Observations in Alignment with Professional Development - Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development	Lengel Benefits for Interventionists and Instructional Paraprofessional	96545	
Instruction	Improving Math Problem	Lengel Salary for Instructional Paraprofessional	19008	

	Solving in Grades 4-8 and Content-Focused Specific Professional Development • Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development			
Instruction	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development • Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development	Intervention programs, resources such as Amplify, supplies, and/or materials	6420	
Other Expenditures	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development	District portion of Title I Professional Development Training funds to the IU	417	

	• Curriculum mapping and Observations in Alignment with Professional Development • Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development			
Instruction	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development • Curriculum mapping and Observations in Alignment with Professional Development • Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development • PBIS for Attendance	Instructional Coach and School Based Instructional Specialist Salaries	82105	

Instruction	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development • Curriculum mapping and Observations in Alignment with Professional Development • Providing Reading Interventions for Students in Grades 4-9 and Content-Focused Specific Professional Development • PBIS for Attendance	Instructional Coach and School Based Instructional Specialist Benefits	26677	
Title II.A and Title IV.A Transfer Funds	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific Professional Development	Transferred Funds from Title IVA-Math Interventionist Salary	67540	
Title II.A and Title IV.A Transfer Funds	• Improving Math Problem Solving in Grades 4-8 and Content-Focused Specific	Transferred Funds from Title IVA-Math Interventionist Benefits	12086	

	Professional Development			
Other Expenditures	PBIS for Attendance	Lengel School Counselor's Salary	57100	
Other Expenditures	PBIS for Attendance	Lengel School Counselor's Benefits	38533	
Total Expenditures				589499

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum mapping and Observations in Alignment with Professional Development	The enVision Math training will take place for 7th and 8th grade math teachers. At the training, teachers will learn about instructional materials and resources that will support developing the curriculum template.
PBIS for Attendance	Staff will be trained to utilize Panorama to run attendance reports. Attendance reports will be run monthly to identify students at risk of not meeting regular school attendance requirements. Students must be absent less than the following number of days to meet the regular attendance requirement: - Q1: 4.5 days - Q2: 9 days - Q3: 13.5 days - Q4: 18 days Caregivers will be contacted by phone, email, and text to establish a plan to support attendance if they are absent more than the allotted number of days.

enVision Math training

Action Step		
The enVision Math training will take place for 7th and 8th grade math teachers. At the training, teachers will learn about instructional materials and resources that will support developing the curriculum template.		
Audience		
7th and 8th grade math teachers		
Topics to be Included		
Math curriculum and series		
Evidence of Learning		
Post professional development survey		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2026-08-25	2026-08-27

Learning Format

Type of Activities	Frequency
Inservice day	1 in-service training with quarterly reinforcement for all staff from administration
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

Panorama

Action Step

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

Learning Format

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

Approvals & Signatures

Uploaded Files

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