

Main Street Sch

ATSI Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Main Street School		125231232/1958
Address 1		
704 Main Street		
Address 2		
City	State	Zip Code
Upland	PA	19015
Chief School Administrator		Chief School Administrator Email
Latrice Mumin		lmumin@chesteruplandsd.org
Principal Name		
Darnell Medley		
Principal Email		
dmedley@chesteruplandsd.org		
Principal Phone Number		Principal Extension
6104473685		3306
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Stottlemeyer		hstottlemeyer@dcIU.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jessica Vazquez	Teacher	Main Street School	jvazquez@chesteruplandsd.org
Patricia Theory	Parent	Main Street School	mainstpto2017@gmail.com
Brenda Shaw	Community Partner	Main Street School	brendaabshaw@gmail.com
Tammy Cox-Cottman	Other	Main Street Elementary	tcoxcottman@chesteruplandsd.org
Kimberly Rugerri	Teacher	Main Street Elementary	krugerri@chesteruplandsd.org
Kaitlyn Metzger	Teacher	Main Street Elementary	kmetzger@chesteruplandsd.org
Darnell Medley	Principal	Main Street Elementary	dmedley@chesteruplandsd.org
Carlena Parker	District Level Leaders	CUSD- Curriculum Coodinator	cparker@chesteruplandsd.org
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Monique Hales	District Level Leaders	CUSD - Federal Programs Coordinator	mhaless@chesteruplandsd.org
Heather Stottlemeyer	Other	DCIU PoC	hstottlemeyer@dciu.org

Vision for Learning

Vision for Learning

At Main Street Elementary School, our dedicated staff is committed to fostering high academic achievement for all students. Through the thoughtful integration of innovative teaching methods and tailored support, we strive to meet the unique needs of every learner, guiding them towards success based on their individual performance. Central to our mission is the daily incorporation of our core values: teamwork, determination, excellence, integrity, joy, and accountability. These values serve as the foundation for our entire school community, shaping how students, staff, and families interact and contribute to our environment. Together, we embrace the principles of (ROAR) Respect, On Task Behavior, Acting Safely, and Responsible, as we work towards realizing our collective vision of Tiger Pride.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The percentage of all students proficient or advanced in science/biology increased to 45.5%	New science curriculum is more rigorous.
The all-student group exceeded the standard demonstrating growth in mathematics/algebra.	educators participated in ongoing Mathematics professional development
The percentage of all students proficient or advanced in science/biology increased to 67.0%.	New science curriculum 21-22
The percentage of grade 3 reading increased to 40.0%.	
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The percentage career standards benchmark maintained growth at 96.2%.	Higher than the statewide average of 89.6%.

Challenges

Indicator	Comments/Notable Observations
The percentage of students scoring proficient or advanced in English Language Arts/Literature is 29.9%.	The statewide average is 53.9%.
The percentage of students scoring proficient or advanced in mathematics/algebra is 19.6%.	The statewide average is 40.2%.
The percentage of all students considered regular attenders is 48.4%.	The statewide average is 78.1%

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

Strengths

Indicator Black and economically disadvantaged students scores increased from 19.1% to 26.6% and from 17.8% to 28.7% respectively, demonstrating growth in English Language Arts/Literature. ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations The growth demonstrated by Black and economically disadvantaged students in English Language Arts/Literature, increased from 19.1% to 26.6% and from 17.8% to 28.7% respectively, is a positive indicator of progress. However, continued efforts should focus on identifying specific strategies that contributed to this growth, so they can be reinforced and expanded to close any achievement gaps further and ensure sustained improvement across all student groups.
Indicator Black and economically disadvantaged students scores increased from 10.9% to 15.2% and from 10.1% to 17.8% respectively, demonstrating growth in English Language Arts/Literature. ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Black and economically disadvantaged students met the standard demonstrating growth in Mathematics/Algebra at 100.0 and 100.0, respectively. ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations The 100.0 growth rate in Mathematics/Algebra for Black and economically disadvantaged students is exceptional. To sustain this success, Main Street will analyze the instructional practices, interventions, and supports that contributed to this outcome, ensuring they are consistently applied while identifying opportunities to replicate these strategies in other subject areas or student groups that may need additional support.
Indicator Black and economically disadvantaged students increased in regular attendance from the previous year. ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations The increase in regular attendance among Black and economically disadvantaged students is a promising trend, as consistent attendance is closely linked to academic success. To build on this improvement, Main Street will examine the factors that contributed to the increase—such as engagement strategies, family outreach, or support services—and continue to strengthen those efforts, ensuring that attendance gains are maintained and further improved.
Indicator	Comments/Notable Observations

Black and economically disadvantaged grade 3 students scored 39.3% and 28.9%, respectively, in reading. ESSA Student Subgroups African-American/Black, Economically Disadvantaged	The reading scores of 39.3% for Black students and 28.9% for economically disadvantaged grade 3 students indicate a critical need for targeted literacy interventions. Main Street will prioritize early literacy support, such as individualized reading instruction, family engagement initiatives, and data-driven strategies like small group tutoring, to accelerate progress and close the achievement gap for these students.
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Challenges

Indicator Black, economically disadvantaged, and students with disabilities decreased in achievement in English Language Arts/Literature from the previous year. ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Black students: 19.1% Economically disadvantaged: 17.8% Students with disabilities: 6.4%
Indicator Black, economically disadvantaged, and students with disabilities decreased in achievement in Mathematics/Algebra from the previous year. ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Black students: 10.9% Economically disadvantaged: 10.1% Students with disabilities: 10.6%
Indicator Hispanic students decreased in regular attendance from the previous year. Still, the Hispanic subgroup has the largest population of regular attendees. ESSA Student Subgroups Hispanic	Comments/Notable Observations While Hispanic students have the largest population of regular attendees, the decrease in attendance from the previous year is concerning and should be addressed. Main Street will investigate potential causes for the decline, such as barriers related to transportation, family circumstances, or school engagement. By identifying these factors, the school can implement targeted interventions to reverse the trend and maintain high attendance rates within this subgroup.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The all-student group met the standard demonstrating growth in English Language Arts/Literature.
The all-student group exceeded the standard demonstrating growth in mathematics/algebra.
The percentage of all students proficient or advanced in science/biology increased to 54.0%.
The percentage of grade 3 reading is 28.9%.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The percentage of students scoring proficient or advanced in English Language Arts/Literature decreased to 16.5%.
The percentage of students scoring proficient or advanced in mathematics/algebra decreased to 10.1%.
Black, economically disadvantaged, and students with disabilities decreased in achievement in English Language Arts/Literature from the previous year.
Black, economically disadvantaged, and students with disabilities decreased in achievement in Mathematics/Algebra from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Into Reading Unit Tests and Benchmarks	Teachers are giving these assessments to students online for better data tracking.
I-Ready Reading 24-25 45% of the student population was tier 1, decrease from 23-24 51% of the student population was Tier 1, 24-25 23% of the students were Tier 3, decrease or 2% from 23-24 25% of students in Tier 3.	All students in grades K-5 utilize this program 15 minutes per reading per day; 15 minutes per math every day
Reading Mastery data is unavailable. Shared within the SPED department but not accessible to leadership.	Special Education Program
Acadience Online Data indicates: Tier 1 shifted 37.75% from BOY to 61.75% EOY Tier 2 shifted 29.75 from BOY to 17.75% EOY Tier 3 shifted 40.25% from BOY to 20.5% EOY	The Acadience data shows significant improvement, with Tier 1 students increasing from 37.75% at the beginning of the year (BOY) to 61.75% by the end of the year (EOY), and reductions in Tiers 2 and 3. This positive shift indicates that interventions and instructional strategies are effectively moving students toward proficiency. To sustain this progress, Main Street will continue refining and expanding successful interventions, while also ensuring that students in Tiers 2 and 3 receive targeted support to further reduce the number of students needing intensive interventions.
Foundations trackers are collected, however not used for instruction or grouping.	The collection of Foundations trackers without using them for instruction or grouping represents a missed opportunity for data-driven decision-making. To maximize the impact of Foundations, teachers will regularly review and analyze tracker data to inform instructional adjustments, group students based on their specific needs, and provide targeted interventions that can accelerate literacy development.

English Language Arts Summary

Strengths

School-wide Intervention sessions - Teachers have 30 minutes day to use for interventions sessions to target students individual needs.
Instructional Coaching for new and veteran teachers.
One-on-one tutoring sessions for students who were well below level in reading. Plus small group instruction with the Reading Specialist for students who were below level.

Challenges

Fundations Implementations - Continued coaching to improve their implementation and validity of the program.
Inconsistent student usage and individual performance in i-Ready - Students will use the platform for 15 minutes day to increase their performance in Reading. Teachers will use the data to drive instruction for small group instruction.
Small Group Instruction - Is it being fully implemented properly so that the students can be successful.
Inconsistent data collection on individual students learning needs and or weaknesses - Data will be collected and analyzed in iReady weekly during PLC Session. Also, teachers will be trained in owning their own data.

Mathematics

Data	Comments/Notable Observations
Connecting Math Concepts - data is unavailable	Special Education Program
i-Ready Mathematics 24-25 32% of student population are tier 1, decrease of 9% from 23-24 41% of student population are tier 1. 24-25 29% of students in tier 3, a increase of 9% from 23-24 20% of students in tier 3.	All students in grades K-5 utilize this program
Envisions Unit Assessments & Benchmarks	Teachers are giving these assessments to students.
Unique - data is unavailable	Special Education Program; time for implementation among all of the programs with the general education teacher
First in Math competition implemented to fidelity this year.	Make a plan to continue next year without math interventionist

Mathematics Summary

Strengths

Teachers received ongoing professional development in math instruction.
Envisions Core Math Program in Place - Consistent implementation of the Envisions math program
I-Ready Core Program in Place - Students are using this iReady Math platform for 15 minutes daily for intervention instruction. Teachers are more inclined to utilize iReady Math than iReady Reading.

Challenges

Consistent usage of the critical thinking component of the Envisions math program - Critical thinking and reasoning allows students to think about how they utilize their discipline of mathematical skills (i.e., they think about their method of thinking). Metacognition helps students to recognize that math is logical reasoning on solutions to problems.
Utilize writing in mathematics through math journaling - Math journals allow students to communicate their ideas and thoughts about math.

It gives them independence, helps them refine their thinking, and gives them the opportunity to see their growth and work through Productive Struggle. Productive struggle is the process of effortful learning that develops grit and creative problem solving.
The Math Interventionist position has been dissolved. Math Interventionist provided small group instruction for 30 minutes to students performing below grade level.
Small Group Instruction - Will provide flexible and differentiated learning based on real-time data from the iReady Data System Reports.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Elevate Science	New Program Implemented - Teachers received Professional Development throughout the year on this program.

Science, Technology, and Engineering Education Summary

Strengths

Student Science Labs - The program allowed for hands-on science experiments with each unit of study.
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Challenges

No written document articulating the school-wide model of instruction is in place. - Curriculum maps for the Science Program are currently being developed.
No current science data is being collected.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance is 100% complete for the 24-25 school year.	School Social Worker ensured that Naviance activities is 100% complete

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Students in Pk-5 grade participated in the Fredrick Douglas Oratorical Contest & Andrew Tuner Contest competing against other schools in the district learning a speech by Frederick Douglas	Students in PK- 5 participated in the Frederick Douglass Oratorical Contest and Andrew Turner Contest, competing against other schools in the district by learning and delivering a speech by Frederick Douglass. This experience not only enhanced students' public speaking skills but also deepened their understanding of historical figures and important speeches. Notably, Main Street won the competition, showcasing the dedication and talent of its students and reinforcing the value of integrating historical literacy and oratory skills into the curriculum.
Students in grades 3-6 participated in the Choice Black History Art Contest by studying an artist and entering selected pieces in a contest	Participation in the Choice Black History Art Contest provided students in grades 3-5 with a valuable opportunity to engage with Black history and culture through the arts, fostering both creativity and cultural awareness. To further enhance the impact, Main Street will consider integrating similar projects into the regular curriculum, encouraging students to explore diverse perspectives and deepen their understanding of historical and cultural contributions.

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.

Students have completed 100% of the assignments due in Naviance.
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Selected students participated in the Frederick Douglass Oratorical Contest and the Andrew Turner Art Competition. Winner of the Oratorical Contest went on to participate in the Delaware County Law Day Activities.

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.

Regular student attendance impacts our ability to provide students with college and career instruction
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Lack of professional development in career education instruction.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
I-Ready implementation for all students in k-5	Inclusion efforts allow students with special needs to access this school-wide intervention program
Implemented targeted actions to boost the participation of students with disabilities in school activities.	The targeted actions to boost the participation of students with disabilities in school activities suggest a proactive approach to inclusivity, aiming to ensure that all students have equal opportunities to engage and benefit from school events. School leaders review student participation rates and forward information to teachers.
Professional Learning for all staff	Delivered professional learning on special needs students to all Main Street staff as part of Educator Effectiveness Domain 4 - professional responsibility.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Inclusionary practices of all students within the general education program with academic supports
Teachers engage in professional development and grade group sessions as a part of Domain 4- professional responsibility.

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.

Student attendance in all student groups must be regularly monitored
Increasing the English Language Growth and Attainment in our English Language Learners
Need to create a continuum based on individual student need

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	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	Emerging

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Monitor and evaluate the impact of professional learning on staff practices and student learning
Use a variety of assessments formative and summative to monitor student learning and adjust programs and instructional practices.
Foster a culture of high expectations for success for all students, educators, families, and community members
Continuously monitor implementation of the school improvement plan and adjust as needed.
Implement an evidenced based system of school wide positive behavior interventions and supports.

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
Provide frequent, timely and systematic feedback and support on instructional practices.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
Implement evidence based strategies to engage families to support learning.
Partner with local business, community organizations, and other agencies to meet the needs of the school.

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
The all-student group met the standard demonstrating growth in English Language Arts/Literature.	False
The all-student group exceeded the standard demonstrating growth in mathematics/algebra.	False
The percentage of all students proficient or advanced in science/biology increased to 54.0%.	False
The percentage of grade 3 reading is 28.9%.	False
School-wide Intervention sessions - Teachers have 30 minutes day to use for interventions sessions to target students individual needs.	False
Instructional Coaching for new and veteran teachers.	True
One-on-one tutoring sessions for students who were well below level in reading. Plus small group instruction with the Reading Specialist for students who were below level.	False
Teachers received ongoing professional development in math instruction.	False
Envisions Core Math Program in Place - Consistent implementation of the Envisions math program	False
I-Ready Core Program in Place - Students are using this iReady Math platform for 15 minutes daily for intervention instruction. Teachers are more inclined to utilize iReady Math than iReady Reading.	False
Student Science Labs - The program allowed for hands-on science experiments with each unit of study.	False
Inclusionary practices of all students within the general education program with academic supports	True
Teachers engage in professional development and grade group sessions as a part of Domain 4- professional responsibility.	True
Students have completed 100% of the assignments due in Naviance.	False
Selected students participated in the Frederick Douglass Oratorical Contest and the Andrew Turner Art Competition. Winner of the Oratorical Contest went on to participate in the Delaware County Law Day Activities.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Use a variety of assessments formative and summative to monitor student learning and adjust programs and instructional practices.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False

Implement an evidenced based system of school wide positive behavior interventions and supports.	False
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Challenges

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

Strength	Check for Consideration in Plan
The percentage of students scoring proficient or advanced in English Language Arts/Literature decreased to 16.5%.	True
The percentage of students scoring proficient or advanced in mathematics/algebra decreased to 10.1%.	True
Black, economically disadvantaged, and students with disabilities decreased in achievement in English Language Arts/Literature from the previous year.	True
Black, economically disadvantaged, and students with disabilities decreased in achievement in Mathematics/Algebra from the previous year.	True
Foundations Implementations - Continued coaching to improve their implementation and validity of the program.	False
Foundations Implementations - Continued coaching to improve their implementation and validity of the program.	False
Inconsistent student usage and individual performance in i-Ready - Students will use the platform for 15 minutes day to increase their performance in Reading. Teachers will use the data to drive instruction for small group instruction.	False
Small Group Instruction - Is it being fully implemented properly so that the students can be successful.	True
Inconsistent data collection on individual students learning needs and or weaknesses - Data will be collected and analyzed in iReady weekly during PLC Session. Also, teachers will be trained in owning their own data.	False
Consistent usage of the critical thinking component of the Envisions math program - Critical thinking and reasoning allows students to think about how they utilize their discipline of mathematical skills (i.e., they think about their method of thinking). Metacognition helps students to recognize that math is logical reasoning on solutions to problems.	False
Utilize writing in mathematics through math journaling - Math journals allow students to communicate their ideas and thoughts about math. It gives them independence, helps them refine their thinking, and gives them the opportunity to see their growth and work through Productive Struggle. Productive struggle is the process of effortful learning that develops grit and creative problem solving.	False
The Math Interventionist position has been dissolved. Math Interventionist provided small group instruction for	False

30 minutes to students performing below grade level.	
Small Group Instruction - Will provide flexible and differentiated learning based on real-time data from the iReady Data System Reports.	False
Regular student attendance impacts our ability to provide students with college and career instruction	False
Lack of professional development in career education instruction.	False
Identify and address individual student learning needs	False
Provide frequent, timely and systematic feedback and support on instructional practices.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	False
Partner with local business, community organizations, and other agencies to meet the needs of the school.	False
Implement evidence based strategies to engage families to support learning.	False
Need to create a continuum based on individual student need	False
Increasing the English Language Growth and Attainment in our English Language Learners	False
Student attendance in all student groups must be regularly monitored	True
No current science data is being collected.	False
No current science data is being collected.	False
No written document articulating the school-wide model of instruction is in place. - Curriculum maps for the Science Program are currently being developed.	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.

The most notable observations are the desire to address student's individual needs in a strategic and effective manner. Teachers have requested additional support in addressing students overwhelming weaknesses.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The percentage of students scoring proficient or advanced in English Language Arts/Literature decreased to 16.5%.	Teachers are not implementing ELA programming with fidelity.	True
The percentage of students scoring proficient or advanced in mathematics/algebra decreased to 10.1%.	Math interventionist position has been eliminated. Need to make a plan to support teachers and students in math instruction.	True
Black, economically disadvantaged, and students with disabilities decreased in achievement in English Language Arts/Literature from the previous year.	Teachers are not implementing ELA programming with fidelity.	False
Black, economically disadvantaged, and students with disabilities decreased in achievement in Mathematics/Algebra from the previous year.	Teachers are not implementing math programming with fidelity.	False
Small Group Instruction - Is it being fully implemented properly so that the students can be successful.	Need teacher and classroom expectations for small group instruction with a fidelity checklist. Informal observations should focus on identifying aspects of small group instruction.	False
Student attendance in all student groups must be regularly monitored	Regular Attendance is 57.1%	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Instructional Coaching for new and veteran teachers.	
Inclusionary practices of all students within the general education program with academic supports	
Teachers engage in professional development and grade group sessions as a part of Domain 4- professional responsibility.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use data to drive instructional strategies and address the unique needs of each student through small group

	instruction, then student outcomes in achievement and growth will increase in ELA.
	If we use data to drive instructional strategies and address the unique needs of each student through small group instruction, then student outcomes in achievement and growth will increase in math.
	If students are engaged in learning and parents understand the value of being at school every day on time then student growth and achievement will increase. If students receive instruction that is data-based and meets their specific needs, then student engagement and regular attendance will increase

Goal Setting

Priority: If we use data to drive instructional strategies and address the unique needs of each student through small group instruction, then student outcomes in achievement and growth will increase in math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 13% of students will score proficient or advanced on the Pennsylvania State Assessments. By June 30, 2026, 40% of students will score early on grade level or above on i-Ready Math Diagnostic 3.			
Measurable Goal Nickname (35 Character Max)			
Math iReady			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, at least 10% of students will score early on grade level or above on i-Ready Math Diagnostic 1. By September 30, 2025, 50% of teachers will implement small group instruction according to the CUSD Small Group Instruction Rubric.	By January 31, 2026, at least 15% or more of students will score early on grade level or above on i-Ready Math Diagnostic 2. By December 30, 2025 60% of Math teachers will implement small group instruction and score 12 out of 20 points according to the CUSD Small Group Instruction Rubric.	By April 30, 2026, at least 45% of students meet or exceed their Typical Growth target By March 30, 2026, 70% of Math teachers will implement small group instruction and score 15 out of 20 points according to the CUSD Small Group Instruction Rubric.	By June 30, 2026, at least 40% or more of students will score early on grade level or above on i-Ready Math Diagnostic 3. By June 30, 2026, 90% of Math teachers will implement small group instruction and score 18 out of 20 points according to the CUSD Math Small Group Instruction Rubric.

Priority: If we use data to drive instructional strategies and address the unique needs of each student through small group instruction, then student outcomes in achievement and growth will increase in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 20% of students will score proficient or advanced on the Pennsylvania State Assessments. By June 30, 2026, at least 35% of students will meet or exceed their i-Ready stretch growth in Reading.			
Measurable Goal Nickname (35 Character Max)			
ELA iReady			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 80% or	By December 30, 2025, students in	By March 30, 2026, 80% or more	By June 30, 2026, at least 35%

more of students in K-5 will complete at least 1 i-Ready reading lesson at least 70% proficiency. By September 30, 2025, 50% of teachers will implement small group instruction using i-Ready according to the CUSD Small Group Instruction Rubric.	the three grade levels below group in the Comprehension Overall Domain will decrease by 10% from Diagnostic 1 to Diagnostic 2. By December 30, 2025, 60% of ELA teachers will implement small group instruction using i-Ready and score 12 out of 20 points according to the CUSD Small Group Instruction Rubric.	of students in K-5 will complete at least 23 i-Ready math lessons at proficiency. By March 30, 2026, 70% of ELA teachers will implement small group instruction using i-Ready and score 15 out of 20 points according to the CUSD Small Group Instruction Rubric.	of students will meet or exceed their i-Ready stretch growth in Reading. By June 30, 2026, 75% of ELA teachers will implement small group instruction using i-Ready and score 18 out of 20 points according to the CUSD Small Group Instruction Rubric
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Priority: If students are engaged in learning and parents understand the value of being at school every day on time then student growth and achievement will increase. If students receive instruction that is data-based and meets their specific needs, then student engagement and regular attendance will increase

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 70% of students will maintain regular attendance, including those from marginalized communities and those facing attendance challenges.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 85% students will maintain regular attendance.	By December 30, 2025, 80% students will maintain regular attendance.	By March 30, 2026, 75% students will maintain regular attendance.	By June 30, 2026, 70% students will maintain regular attendance.

Action Plan

Measurable Goals

Math iReady	ELA iReady
Regular Attendance	

Action Plan For: i-Ready: <https://www.evidenceforpa.org/strategies/i-ready>

Measurable Goals:

- By June 30, 2026, 13% of students will score proficient or advanced on the Pennsylvania State Assessments. By June 30, 2026, 40% of students will score early on grade level or above on i-Ready Math Diagnostic 3.

Action Step		Anticipated Start/Completion Date	
Update the building schedule to include PLC time for each grade level to meet to discuss iReady data. Share PLC Structure to discuss iReady data and model with each PLC team		2025-07-01	2025-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Medley Assistant Principal	Master Schedule PLC Structure	No	
Action Step		Anticipated Start/Completion Date	
Attend the initial PLC meeting regarding iReady data to ensure fidelity and answer questions from each team		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	PLC Structure	No	
Action Step		Anticipated Start/Completion Date	
Conduct data analysis PD & Training on grouping		2025-08-25	2025-09-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
DCIU	Agendas, Teacher Group plans	Yes	
Action Step		Anticipated Start/Completion Date	
Professional learning for general education teachers on inclusive practices		2025-08-25	2025-10-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Santoro DCIU Consultant	Professional learning materials	Yes	
Action Step		Anticipated	

		Start/Completion Date	
Administer iReady Benchmark		2025-09-08	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	iReady logins and passwords 2 Instructional Staff Salaries and Benefits 197, 542	No	
Action Step		Anticipated Start/Completion Date	
Analyze data from Q1 iReady benchmark assessment in PLC and develop data-based decisions to implement in small group instruction for Math		2025-09-08	2025-10-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Each PLC Team Member	iReady Presenter would view the data needed for data analysis. iReady data for each teacher.	Yes	
Action Step		Anticipated Start/Completion Date	
Create student math tracking charts to assist in data conferencing.		2025-09-22	2025-10-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Teachers	Student Trackers	No	
Action Step		Anticipated Start/Completion Date	
Send home mid-year progress reports with student data		2026-01-19	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Parent Communication logs	No	
Action Step		Anticipated Start/Completion Date	
Teachers will receive one-to-one support in iReady as needed to support the students in their classrooms.		2025-09-02	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	iReady access	Yes	
Action Step		Anticipated Start/Completion Date	
Develop comprehension and writing strategies to solve word problems schoolwide.		2025-10-06	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Math Journals	No	
Action Step		Anticipated Start/Completion Date	

Analyze data from Q2 i-Ready benchmark assessment in PLC and adjust small math groups based on new data.		2026-02-10	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal Assistant Principal Teachers	iReady Presenter would view the data needed for data analysis. iReady data for each teacher.	No	
Action Step		Anticipated Start/Completion Date	
Review growth data and update student goals		2026-02-10	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Student Goal Sheets Title I funding for Field Trips to supplement core content instruction \$14,040	No	
Action Step		Anticipated Start/Completion Date	
Track and analyze early on and above level progress		2026-05-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Asst. Principal Teachers	Stretch Growth Tracker	No	
Action Step		Anticipated Start/Completion Date	
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly, and quarterly meeting with the leadership team.		2025-09-26	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal Assistant Principal	Walkthrough Documents	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 30, 2026, 12% of students will score proficient or advanced on the Pennsylvania State Assessments. By June 30, 2026, 35% of students will score early on grade level or above on i-Ready Math Diagnostic 3.	Biweekly monitoring of action steps.

Action Plan For: i-Ready: <https://www.evidenceforpa.org/strategies/i-ready>

Measurable Goals:

- By June 30, 2026, 20% of students will score proficient or advanced on the Pennsylvania State Assessments. By June 30, 2026, at least 35% of students will meet or exceed their i-Ready stretch growth in Reading.

Action Step		Anticipated Start/Completion Date	
Create a schedule that provides all students with the same 90-minute reading block in grades K-5 to include time for iReady intervention		2025-07-01	2025-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal Assistant Principal Reading Specialist	Scheduling Tools	No	
Action Step		Anticipated Start/Completion Date	
Update the building schedule to include PLC time for each grade level to meet to discuss iReady data and implementation. Share the PLC Structure to discuss iReady data and model with each PLC team		2025-07-01	2025-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Scheduling Team approved by Principal Medley	Building Schedule PLC Structure	No	
Action Step		Anticipated Start/Completion Date	
Create and communicate expectations for Unique assessments for all special education teachers		2025-08-04	2025-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Santoro	Unique Materials	No	
Action Step		Anticipated Start/Completion Date	
Communicate with new teachers to set up iReady for each student for reading		2025-08-25	2025-09-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	iReady administrator module	No	

Action Step		Anticipated Start/Completion Date	
Increase teacher capacity to scaffold Text Dependent questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the student's instructional level. Students will take a common assessment inclusive of a text-dependent analysis. Data from the text-dependent analysis will be discussed in conjunction with iReady data to determine instructional next steps.		2025-08-25	2025-12-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrator ELA Teachers Reading Specialist DCIU Coach Teachers 4-5	DCIU Coaching PSSA Prep books	Yes	
Action Step		Anticipated Start/Completion Date	
Administer Q1 benchmark assessment in reading for iReady		2025-09-08	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	iReady logins and passwords Title I funding for Read Assist High Dosage Tutoring \$35,000	No	
Action Step		Anticipated Start/Completion Date	
Provide professional learning for special education teachers on Unique's benchmark system		2025-08-25	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Santoro DCIU Consultant	Unique Platform	Yes	
Action Step		Anticipated Start/Completion Date	
Structured literacy training for teachers of students with learning disabilities to support students' ELA growth and achievement		2025-08-25	2025-10-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Santoro DCIU Consultant	Professional Learning Materials	Yes	

Action Step		Anticipated Start/Completion Date	
Teachers will receive one-to-one support in i-Ready as needed to support the students in their classrooms.		2025-09-02	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	iReady access	Yes	
Action Step		Anticipated Start/Completion Date	
Quarterly analyze data from iReady Q1 benchmark assessment to develop data-based decisions to implement in small group instruction for reading.		2025-09-08	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Each (Lead) PLC Team Member	iReady Presenter would view the data needed for data analysis. iReady data for each teacher. Reading Assist Tutors	No	
Action Step		Anticipated Start/Completion Date	
Schedules will be adjusted to accommodate 30 minutes of Small Group Instruction (SGI) for students in ELA to instruct on student levels as determined by iReady data.		2025-09-08	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal Assistant Principal Reading Specialist	Building Schedule	No	
Action Step		Anticipated Start/Completion Date	
Monitor reading levels of special education students quarterly.		2025-09-15	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Santoro Davis	Unique, i-Ready	No	
Action Step		Anticipated Start/Completion Date	
Track lesson pass rates and usage weekly.		2025-09-	2026-05-

		29	29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Teachers	i-Ready Weekly Usage Tracker	No	
Action Step		Anticipated Start/Completion Date	
Conduct walkthroughs on a quarterly basis to determine fidelity in the implementation of iReady and need for additional support		2025-09-29	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal Assistant Principal	Walkthrough Documents	No	
Action Step		Anticipated Start/Completion Date	
Extend intervention opportunities for lower-level readers as determined by iReady data.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist DCIU Consultant	Reading Intervention Materials Read Assist Tutors	No	
Action Step		Anticipated Start/Completion Date	
Identify at-risk students from Growth Monitoring/ Monthly		2025-11-03	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	i-Ready Growth Monitoring	No	
Action Step		Anticipated Start/Completion Date	
Distribute parent communication about student growth and usage		2026-01-05	2026-01-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers Admin	Emails, Flyers	No	
Action Step		Anticipated Start/Completion Date	

Conduct monthly data meetings with each grade level		2026-02-02	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin	Data Protocol Sheets	No	
Action Step		Anticipated Start/Completion Date	
Administer Quarter 2 assessment in reading for iReady		2026-02-02	2026-02-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	iReady data for each teacher	No	
Action Step		Anticipated Start/Completion Date	
Analyze data from i-Ready benchmark assessment Q2 in PLC and develop data-based decisions to implement in small group instruction for reading		2026-02-23	2026-03-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	iReady data for each teacher Reading Assist Tutors	Yes	
Action Step		Anticipated Start/Completion Date	
Adjust instructional small groups based on Diagnostic 2 data.		2026-02-23	2026-03-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers Reading Specialist	Lesson Plans	No	
Action Step		Anticipated Start/Completion Date	
Administer Q3 iReady assessment for reading		2026-05-11	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers	Post Test Quarter 3	No	
Action Step		Anticipated Start/Completion Date	

		Date	
Analyze data from Q3 iReady assessment in PLC and develop data-based decisions to implement in small group instruction in reading		2026-05-18	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Each PLC Team	Post Test data for quarter 3 Reading Assist Tutors	No	
Action Step		Anticipated Start/Completion Date	
The completion of action steps and the impact of the strategy will be monitored, and quarterly routines with the leadership team.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
A-TSI School Improvement Team	CSI School Improvement Plan action steps and targets/goals; biweekly documentation; monthly monitoring documentation; quarterly documentation	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 30, 2026, 20% of students will score proficient or advanced on the Pennsylvania State Assessments.	Biweekly monitoring of action steps. Monthly monitoring routines, including implementation lead and progress towards goal. Quarterly monitoring routines discussing progress and making shifts in implementation.

Action Plan For: PBIS: <https://www.evidenceforpa.org/strategies/pbis>

Measurable Goals:
By June 30, 2026, 70% of students will maintain regular attendance, including those from marginalized communities and those facing attendance challenges.

Action Step	Anticipated Start/Completion Date
Collect updated demographic and contact information from parents for improved communication regarding attendance and behavior.	2025-07-01 2025-09-12
Lead Person/Position	Material/Resources/Supports Needed
	PD Step?

School Secretary Social Worker School Counselor	PowerSchool	No	
Action Step		Anticipated Start/Completion Date	
Design and implement an automated protocol and flowchart for effectively communicating daily attendance issues with families, including a specific branch for special education students.		2025-09-02	2026-06-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrator Classroom Teacher Santoro School Counselors Social Worker Climate Manager	Administrators Classroom Teacher Call Log for Parent Communication Climate Staff	No	
Action Step		Anticipated Start/Completion Date	
Enhance team communication regarding regular attendance to instantly share student absence information across personnel (principal, counselors, and climate staff).		2025-09-02	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrators Secretary Classroom Teacher Social Worker or School Counselor Climate Manager	Data Gathering and sharing tools	No	
Action Step		Anticipated Start/Completion Date	
Update PBIS classroom lessons to offer fresh, engaging content for students.		2025-09-02	2025-11-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrator PBIS Lead	funds, time for planning and preparation Title I funding to support Programs, Supplies, and Materials to implement PBIS interventions \$15,687	No	
Action Step		Anticipated Start/Completion Date	
In line with PBIS efforts to promote inclusivity, we will create a benchmark assessment calendar and communication for the special education department.		2025-08-04	2025-09-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Santoro Special Education Coordinator - Primary	Calendar Benchmark dates	No	
Action Step		Anticipated	

		Start/Completion Date	
To reinforce consistent PBIS messaging on behavior, we will host a speaker for parents on topics like texting, social media, and adolescent development.		2025-09-02	2026-02-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Medley	Title I Funds \$1000	No	
Action Step		Anticipated Start/Completion Date	
Offer professional learning on social skills instruction to support PBIS strategies for all students.		2025-09-08	2025-12-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Santoro DCIU Consultant	Professional Learning Social Skills Instruction Curriculum	Yes	
Action Step		Anticipated Start/Completion Date	
To support consistent behavior policies through PBIS, we will develop school-wide and implement standards for using Kickboard and a communication plan to inform parents of student behavior.		2025-08-04	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leadership Teachers Climate Manager	Kickboard Newsletters	No	
Action Step		Anticipated Start/Completion Date	
The completion of action steps and the impact of the strategy will be monitored in biweekly, monthly, and quarterly routines with the leadership team.		2025-07-01	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
A-TSI Leadership Team	A-TSi School Improvement Plan action steps and targets/goals; biweekly documentation; monthly monitoring documentation; quarterly documentation	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 30, 2026, 63% of students will maintain regular attendance, including those from marginalized communities and those facing attendance challenges.	Biweekly monitoring of 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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready • PBIS: https://www.evidenceforpa.org/strategies/pbis	Instructional Staff Salaries 2 teachers	105337
Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready • PBIS: https://www.evidenceforpa.org/strategies/pbis	Instructional Staff Benefits 2 teachers	92205
Instruction	• PBIS: https://www.evidenceforpa.org/strategies/pbis	Programs, Supplies and Materials to implement PBIS interventions	15687

Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Field Trips to supplement core content instruction	14040	
Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Read Assist High Dosage Tutoring	35000	
Total Expenditures				262269

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Analyze data from Q1 iReady benchmark assessment in PLC and develop data-based decisions to implement in small group instruction for Math
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Teachers will receive one-to-one support in iReady as needed to support the students in their classrooms.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Professional learning for general education teachers on inclusive practices
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Conduct data analysis PD & Training on grouping
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Analyze data from i-Ready benchmark assessment Q2 in PLC and develop data-based decisions to implement in small group instruction for reading
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Teachers will receive one-to-one support in i-Ready as needed to support the students in their classrooms.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Provide professional learning for special education teachers on Unique's benchmark system
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Structured literacy training for teachers of students with learning disabilities to support students' ELA growth and achievement
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Increase teacher capacity to scaffold Text Dependent questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the student's instructional level. Students will take a common assessment inclusive of a text-dependent analysis. Data from the text-dependent analysis will be discussed in conjunction with iReady data to determine instructional next steps.
PBIS: https://www.evidenceforpa.org/strategies/pbis	Offer professional learning on social skills instruction to support PBIS strategies for all students.

Building Effective PLCs: Understanding, Expectations, and Data-Driven Decision Making

Action Step
- Analyze data from Q1 iReady benchmark assessment in PLC and develop data-based decisions to implement in small group instruction for Math - Analyze data from i-Ready benchmark assessment Q2 in PLC and develop data-based decisions to implement in small group

instruction for reading
Audience
All K-5 Teachers
Topics to be Included
Introduction to PLCs Definition and purpose History and evolution of PLCs Key characteristics of effective PLCs Understanding the PLC Framework Core principles and values Roles and responsibilities within a PLC The structure of a typical PLC meeting Setting Expectations for PLCs Establishing norms and guidelines Creating a shared vision and goals Building a culture of collaboration and trust Data Literacy and Its Importance in PLCs Types of data used in education (qualitative and quantitative) Understanding assessment data (formative, summative, diagnostic) Interpreting data to identify strengths and areas for improvement Data-Driven Decision Making Analyzing student data to inform instruction Setting SMART goals based on data insights Monitoring progress and adjusting strategies as needed Collaborative Inquiry and Problem-Solving Techniques for effective collaboration and communication Action research and inquiry-based approaches Case studies and examples of successful PLCs Building Capacity and Sustaining PLCs Professional development and continuous learning for PLC members Leadership roles and empowering teacher leaders Evaluating and reflecting on PLC effectiveness Overcoming Challenges in PLC Implementation Common obstacles and strategies for overcoming them Time management and scheduling considerations Managing conflicts and differing opinions within the team Technology and Resources for PLCs Tools and platforms for data analysis and collaboration Online resources and professional learning networks Using technology to enhance PLC meetings and activities Action Planning and Next Steps Developing an action plan for implementing or enhancing PLCs Setting timelines and responsibilities Strategies for maintaining momentum and accountability
Evidence of Learning
Introduction to PLCs Understanding the Definition and purpose Pre- and post-assessment quizzes on PLC definitions and purposes. Participant reflections on the relevance of PLCs to their work context. History and evolution of PLCs Group discussions or presentations summarizing key historical milestones. Timeline creation activity. Key characteristics of effective PLCs Case study analysis identifying characteristics in real-world examples. Checklist activity matching characteristics with PLC scenarios. Understanding the PLC Framework Core principles and values Small group discussions with presentations on each principle. Reflection journals on how these principles align with current practices. Roles and responsibilities within a PLC Role-playing activities to practice different PLC roles. Written summaries of each role and its importance. The structure of a typical PLC meeting Simulation of a PLC meeting. Development of a meeting agenda and minutes. Setting Expectations for PLCs Establishing norms and guidelines Group activity to create a set of norms and guidelines for their own PLC Peer reviews of the established norms and guidelines. Creating a shared vision and goals Vision statement creation and presentation Group exercises to develop SMART goals. Building a culture of collaboration and trust Team-building activities. Role-play scenarios to practice collaborative communication. Data Literacy and Its Importance in PLCs Types of data used in education (qualitative and quantitative) Data sorting activities. Group presentations on different types of educational data. Understanding assessment data (formative, summative, diagnostic) Case study analysis involving different types of assessment data Data interpretation exercises. Interpreting data to identify strengths and areas for improvement Hands-on data analysis projects. Group discussions on data findings and implications. Data-Driven Decision Making Analyzing student data to inform instruction

Practical exercises using real or simulated student data. Creation of data-driven instructional plans. Setting SMART goals based on data insights. Workshops on writing SMART goals. Peer feedback sessions on goal-setting. Monitoring progress and adjusting strategies as needed. Development of progress monitoring plans. Reflection journals on strategy adjustments based on data. Collaborative Inquiry and Problem-Solving. Techniques for effective collaboration and communication. Communication skills workshops. Role-play scenarios to practice problem-solving. Action research and inquiry-based approaches. Mini action research projects. Group discussions on inquiry-based methodologies. Case studies and examples of successful PLCs. Analysis and presentations of successful PLC case studies. Reflection papers on key takeaways. Building Capacity and Sustaining PLCs. Professional development and continuous learning for PLC members. Creation of a professional development plan for PLC members. Group discussions on lifelong learning strategies. Leadership roles and empowering teacher leaders. Role-play activities focusing on leadership within PLCs. Development of leadership action plans. Evaluating and reflecting on PLC effectiveness. Creation of evaluation tools and reflection templates. Peer reviews of evaluation strategies. Overcoming Challenges in PLC Implementation. Common obstacles and strategies for overcoming them. Group discussions on common challenges and brainstorming solutions. Case study analysis of overcoming PLC obstacles. Time management and scheduling considerations. Development of PLC meeting schedules. Time management workshops. Managing conflicts and differing opinions within the team. Conflict resolution role-plays. Group activities on consensus-building techniques. Technology and Resources for PLCs. Tools and platforms for data analysis and collaboration. Hands-on training sessions with specific tools and platforms. Group presentations on technology use cases. Online resources and professional learning networks. Exploration and sharing of online resources. Creating a resource library for PLC members. Using technology to enhance PLC meetings and activities. Simulation of technology-enhanced PLC meetings. Group discussions on the pros and cons of different technologies. Action Planning and Next Steps. Developing an action plan for implementing or enhancing PLCs. Action plan development workshops. Peer feedback on action plans. Setting timelines and responsibilities. Group activities to create detailed implementation timelines. Role assignments and responsibility mapping exercises. Strategies for maintaining momentum and accountability. Discussion groups on sustainability strategies. Creation of accountability checklists and monitoring plans.

Lead Person/Position	Anticipated Start	Anticipated Completion
ISTL	2025-08-25	2026-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Weekly PLCs
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Text Dependent Analysis (TDAs) Refresher

Action Step		
Increase teacher capacity to scaffold Text Dependent questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the student's instructional level. Students will take a common assessment inclusive of a text-dependent analysis. Data from the text-dependent analysis will be discussed in conjunction with iReady data to determine instructional next steps.		
Audience		
Grade 3-5 Teachers		
Topics to be Included		
Text Dependent Analysis Reading Elements Using Text Evidence		
Evidence of Learning		
Students have built reading stamina at their instructional level.		
Lead Person/Position	Anticipated Start	Anticipated Completion
DCIU Consultant	2025-09-30	2026-04-24

Learning Format

Type of Activities	Frequency
Workshop(s)	3 times a year
Observation and Practice Framework Met in this Plan	
4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
• ATSI Approval 2025.pdf

Chief School Administrator	Date
Dr. Latrice Mumin	2025-09-29
Building Principal Signature	Date
Darnell Medley	2025-09-26
School Improvement Facilitator Signature	Date
Heather Stottlemeyer	2025-09-26