

Hillview El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Hillview El Sch		104432903
Address 1		
482 E Main Street Ext		
Address 2		
City	State	Zip Code
Grove City	PA	16127
Chief School Administrator		Chief School Administrator Email
Dr Joshua J Weaver		joshua.weaver@gcasdk12.org
Principal Name		
Kevin Persch		
Principal Email		
kevin.persch@gcasdk12.org		
Principal Phone Number		Principal Extension
724-458-7570		4108
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Renee Coyne	Parent	Hillview Elementary School	renee.coyne@gmail.com
Amy Evans	Parent	Hillview Elementary School	abevans@gcc.edu
Ashley Kellog	Parent	Hillview Elementary School	ashleyltack@gmail.com
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Tammy Cook	Paraprofessional	Hillview Elementary School	tammy.cook@gcasdk12.org
Michael Parulo	Education Specialist	Hillview Elementary School	michael.parulo@gcasdk12.org
Lori Verba	Teacher	Hillview Elementary School	lori.verba@gcasdk12.org
Amy Foley	Community Member	Grove City United Way	gcunitedway@zoominternet.net
Kevin Persch	Principal	Hillview Elementary School	kevin.persch@gcasdk12.org
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Karen Hazy-Bishop	Board Member	Grove City Area School District	karen.hazybishop@gcasdk12.org
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Denise Ferguson	Other	Grove City Area School District	denise.ferguson@gcasdk12.org

Vision for Learning

Vision for Learning

Empowering Our Community for Success

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

All student groups did not meet interim goal/improvement target on the Pennsylvania state assessment. Overall our percentage was higher than the state average.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Students exceeded the statewide average in English/Language Arts. We have a 90.2% of white students.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	Did not exceed the statewide average in English/Language Arts. We have a 9.8% of combined ethnicity students.
Economically Disadvantaged	Did not exceed the statewide average in English/Language Arts.
Students with Disabilities	Did not exceed the state wide average in English/Language Arts.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

All student groups meet interim goal/improvement target in Mathematics/Algebra. All groups except combined ethnicity showed improvement.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Showed improvement and far exceeded the statewide average in Mathematics/Algebra 1. We have 90.2% white students.
Economically Disadvantaged	Showed improvement and exceeded the statewide average in Mathematics/Algebra 1.
Students with Disabilities	Showed improvement, but did not exceed the statewide average in Mathematics/Algebra 1.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	Showed a loss and did not exceed the statewide average in Mathematics/Algebra 1. We have 9.8% combined ethnicity students.

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

All student subgroups did not meet the standard demonstrating growth in English/Language Arts.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Students were at 57% in English/Language Arts.
Economically Disadvantaged	Students were at 50% in English/Language Arts.
Students with Disabilities	Students were at 50% in English/Language Arts

Challenges

ESSA Student Subgroups	Indicator
White	Did not show improvement in English/Language Arts.
Economically Disadvantaged	Did not show improvement in English/Language Arts.
Students with Disabilities	Did not show improvement in English/Language Arts.

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

All student groups meet the standard demonstrating growth in Mathematics/Algebra 1.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Demonstrated growth in Mathematics/Algebra 1.
Economically Disadvantaged	Demonstrated growth in Mathematics/Algebra 1.

Students with Disabilities	Demonstrated growth in Mathematics/Algebra 1.
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Challenges

ESSA Student Subgroups	Indicator
White	Did well but did drop the score in Mathematics/Algebra 1.
Economically Disadvantaged	Dropped the score in Mathematics/Algebra 1.
Students with Disabilities	Dropped the score in Mathematics/Algebra 1.

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

Regular attendance has improved. All student group is 86.4% which has increased.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The white students are 87.2%.
Combined Ethnicity	The combined ethnicity students are 77%
Economically Disadvantaged	The economically disadvantage students are 76.5%.
Students with Disabilities	The students with disabilities are 81.4%.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	Keeping an increase in percentage.
Economically Disadvantaged	Keeping an increase in percentage.

Career Standards Benchmark

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

All student subgroups lowered their scores. None were below 50%
All student groups did not meet interim goal/improvement target on the Pennsylvania state assessment. Overall our percentage was higher than the state average.
All student groups meet interim goal/improvement target in mathematics/algebra. All groups except combined ethnicity showed improvement.
All student groups meet interim goal/improvement target in mathematics/algebra. All groups except combined ethnicity showed improvement.

Challenges

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

All student subgroups lowered their scores. None were below 50%
All student groups did not meet interim goal/improvement target on the Pennsylvania state assessment. Overall our percentage was higher than the state average.
Did not exceed the statewide average in English/Language Arts. We have a 9.8% of combined ethnicity students.
Did not exceed the statewide average in English/Language Arts.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
FastBridge Results	The results from our local assessment FastBridge allows us to identify strengths and challenges that need to be addressed. Our MTSS process helps us to meet the needs of all learners.

English Language Arts Summary

Strengths

88% of our economically disadvantaged students showed growth in English Language Arts on the FastBridge assessment.
97% of students with disabilities showed growth in English Language Arts on the FastBridge assessment.
All of our students show comparable performance in English Language Arts on the FastBridge assessment..

Challenges

Keeping our economically disadvantaged students maintaining growth in English Language Arts on the FastBridge assessment.
Keeping our students with disabilities maintaining growth in English Language Arts on the FastBridge assessment.
Keeping all students maintaining growth in English Language Arts on the FastBridge assessment.

Mathematics

Data	Comments/Notable Observations
FastBridge Results	The results from our local assessment FastBridge allows us to identify strengths and challenges that need to be addressed. Our MTSS process helps us to meet the needs of all learners.

Mathematics Summary

Strengths

90% of our economically disadvantaged students showed growth in Math on the FastBridge assessment.
85% of students with disabilities showed growth in Math on the FastBridge assessment.
All of our students show comparable performance in Math on the FastBridge assessment..

Challenges

Keeping our economically disadvantaged students maintaining growth in Math on the FastBridge assessment.
Keeping our students with disabilities maintaining growth in Math on the FastBridge assessment.
Keeping all students maintaining growth in Math on the FastBridge assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NA	NA

Science, Technology, and Engineering Education Summary

Strengths

NA

Challenges

NA

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339 artifacts	Chapter 339 plan is implemented building-wide
Future Ready PA Index	The Future Ready Index compiles data around goals and interim targets.

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.

Meeting or exceeding the 2030 statewide goal in grades 3-5 on the career standards benchmark.

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.

Maintenance of effort regarding career standard benchmarks.

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
Future Ready Index	Underperforming in ELA grades 3-5
Future Ready Index	Underperforming in Math grades 3-5

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index	Underperforming in ELA grades 3-5
Future Ready Index	Underperforming in Math grades 3-5

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.

Students with disabilities do not meet or exceed interim target in ELA and math, but are showing growth.
Economically disadvantaged student do not meet or exceed interim target in ELA and math, but are improving.

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.

Underperforming in ELA/math grades 3-5 of students with disabilities
Underperforming in ELA/math grades 3-5 of economically disadvantaged students

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	Exemplary
Identify and address individual student learning needs	Exemplary
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	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
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	Exemplary

Summary

Strengths

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

>

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Implement a multi-tiered system of supports for academics and behavior.

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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Foster a culture of high expectations for success for all students, educators, families, and community members.
Implement evidence-based strategies to engage families to support learning.

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
All student subgroups lowered their scores. None were below 50%	False
All student groups did not meet interim goal/improvement target on the Pennsylvania state assessment. Overall our percentage was higher than the state average.	False
All student groups meet interim goal/improvement target in mathematics/algebra. All groups except combined ethnicity showed improvement.	False
All student groups meet interim goal/improvement target in mathematics/algebra. All groups except combined ethnicity showed improvement.	False
All student groups meet the standard demonstrating growth in mathematics/algebra 1.	False
Regular attendance has improved. All student group is 86.4% which has increased.	False
Students exceeded the statewide average in English/Language Arts. We have a 90.2% of white students.	False
Showed improvement and far exceeded the statewide average in mathematics/algebra. We have 90.2% white students.	False
Showed improvement and exceeded the statewide average in mathematics/algebra.	False
Showed improvement, but did not exceed the statewide average in mathematics/algebra.	False
All student groups did not meet interim goal/improvement target on the Pennsylvania state assessment. Overall our percentage was higher than the state average.	False
All student groups meet interim goal/improvement target in mathematics/algebra. All groups except combined ethnicity showed improvement.	False
NA	False
Meeting or exceeding the 2030 statewide goal in grades 3-5 on the career standards benchmark.	False
Students with disabilities do not meet or exceed interim target in ELA and math, but are showing growth.	False
88% of our economically disadvantaged students showed growth in English Language Arts on the FastBridge assessment.	True
97% of students with disabilities showed growth in English Language Arts on the FastBridge assessment.	True
All of our students show comparable performance in English Language Arts on the FastBridge assessment..	True
Economically disadvantaged student do not meet or exceed interim target in ELA and math, but are improving.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based.	False

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Implement a multi-tiered system of supports for academics and behavior.	False
90% of our economically disadvantaged students showed growth in Math on the FastBridge assessment.	True
85% of students with disabilities showed growth in Math on the FastBridge assessment.	True
All of our students show comparable performance in Math on the FastBridge assessment..	True

Challenges

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

Strength	Check for Consideration in Plan
All student subgroups lowered their scores. None were below 50%	False
All student groups did not meet interim goal/improvement target on the Pennsylvania state assessment. Overall our percentage was higher than the state average.	False
Did not exceed the statewide average in English/Language Arts. We have a 9.8% of combined ethnicity students.	False
Did not exceed the statewide average in English/Language Arts.	False
Did not exceed the state wide average in English/language arts.	False
Showed a loss and did not exceed the statewide average in mathematics/algebra. We have 9.8% combined ethnicity students.	False
All student groups meet interim goal/improvement target in mathematics/algebra. All groups except combined ethnicity showed improvement.	False
All student groups did not meet interim goal/improvement target on the Pennsylvania state assessment. Overall our percentage was higher than the state average.	False
NA	False
Maintenance of effort regarding career standard benchmarks.	False
Underperforming in ELA/math grades 3-5 of students with disabilities	False
Underperforming in ELA/math grades 3-5 of economically disadvantaged students	False
Foster a culture of high expectations for success for all students, educators, families, and community members.	False
Implement evidence-based strategies to engage families to support learning.	True
Keeping our economically disadvantaged students maintaining growth in English Language Arts on the FastBridge assessment.	True
Keeping our students with disabilities maintaining growth in English Language Arts on the FastBridge assessment.	True
Keeping all students maintaining growth in English Language Arts on the FastBridge assessment.	True
Keeping our economically disadvantaged students maintaining growth in Math on the FastBridge assessment.	True

Keeping our students with disabilities maintaining growth in Math on the FastBridge assessment.	True
Keeping all students maintaining growth in Math on the FastBridge assessment.	True

Most Notable Observations/Patterns

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

Our economically disadvantaged students and our students with disabilities are performing comparably to our general population of students. Our MTSS process helps us to meet the needs of all learner in our school and ensure that students are receiving the services they need to make growth. There is a small discrepancy between our math and reading scores within our population of students with disabilities. This is an area to work towards strengthening moving forward.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Implement evidence-based strategies to engage families to support learning.	Family engagement is an ongoing goal for our school. We provide parent involvement activities and refreshments as necessary.	True
Keeping our economically disadvantaged students maintaining growth in English Language Arts on the FastBridge assessment.		False
Keeping our students with disabilities maintaining growth in English Language Arts on the FastBridge assessment.		False
Keeping all students maintaining growth in English Language Arts on the FastBridge assessment.	Maintaining growth in English Language Arts for all students is at times a struggle. With our MTSS program we hope to be able to continue this path.	True
Keeping our economically disadvantaged students maintaining growth in Math on the FastBridge assessment.		False
Keeping our students with disabilities maintaining growth in Math on the FastBridge assessment.		False
Keeping all students maintaining growth in Math on the FastBridge assessment.	Maintaining growth in Math for all students is at times a struggle. With our MTSS program we hope to be able to continue this path.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
88% of our economically disadvantaged students showed growth in English Language Arts on the FastBridge assessment.	Our economically disadvantaged student are showing growth in English Language Arts. Our hope is to maintain growth for this population.
97% of students with disabilities showed growth in English Language Arts on the FastBridge assessment.	Our students with disabilities showed growth in English Language Arts on the FastBridge assessment. Our hope is to maintain growth for this population.
All of our students show comparable performance in English Language Arts on the FastBridge assessment..	Maintaining a positive improvement in English Language Arts for all students is possible with our MTSS process that we have in place. We hope that each year we strengthen this process.

90% of our economically disadvantaged students showed growth in Math on the FastBridge assessment.	Our economically disadvantaged student are showing growth in Math. Our hope is to maintain growth for this population.
85% of students with disabilities showed growth in Math on the FastBridge assessment.	Our students with disabilities showed growth in Math on the FastBridge assessment. Our hope is to maintain growth for this population.
All of our students show comparable performance in Math on the FastBridge assessment..	Maintaining a positive improvement in Math for all students is possible with our MTSS process that we have in place. We hope that each year we strengthen this process.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Supporting families is always a priority at Hillview. We strive to provide input to parents regarding their students progress and maintain an open dialog to help support parents.
	Maintaining growth in English Language Arts is a major priority at Hillview. This is where a child's education starts and with constant improvement teaches students to become a life long learner.
	Maintaining growth in Math is a priority that we strive for at Hillview. Math is used daily as you grow and supporting our students for their futures is a priority.

Goal Setting

Priority: Maintaining growth in English Language Arts is a major priority at Hillview. This is where a child's education starts and with constant improvement teaches students to become a life long learner.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
50% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Reading from fall to spring.			
Measurable Goal Nickname (35 Character Max)			
English Language Arts Supports			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Reading for the first quarter.	35% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Reading for the second quarter.	45% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Reading for the third quarter.	50% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Reading for the fourth quarter.

Priority: Maintaining growth in Math is a priority that we strive for at Hillview. Math is used daily as you grow and supporting our students for their futures is a priority.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
50% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Math from fall to spring.			
Measurable Goal Nickname (35 Character Max)			
Math Supports			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Math for the first quarter.	35% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Math for the second quarter.	45% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Math for the third quarter.	50% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Math for the fourth quarter.

Priority: Supporting families is always a priority at Hillview. We strive to provide input to parents regarding their students progress and maintain an open dialog to help support parents.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Participation in the Spring 2027 Title IA parent and family engagement event will increase 1% from the Spring 2026 event.			
Measurable Goal Nickname (35 Character Max)			
Parent Involvement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
The major event will be held in the Spring.	The major event will be held in the Spring.	The major event will be held in the Spring.	1% increase in Spring 2027 parent and family engagement event versus the Spring 2026 event.

Action Plan

Measurable Goals

English Language Arts Supports	
Math Supports	Parent Involvement

Action Plan For: English Language Arts Supports

Measurable Goals:
50% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Reading from fall to spring.

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule collaborative planning sessions focused on ELA interventions K-5		2026-08-31	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Jason Watkins/Assistant Superintendent	SAS website and Tier 1, Tier 2 interventions and best practice of all other districts.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review scope and sequence plan identifying areas that may need either more time or additional resources dedicated in an effort to close the gap.		2026-08-31	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Jason Watkins/Assistant Superintendent	SAS website and proposed scope and sequence.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
50% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early reading or FastBridge A reading assessment.	Kevin Persch and staff (teacher, aides, counselor) will meet as often as MTSS requires to review FastBridge results and adjust accordingly.

Action Plan For: Math Supports

Measurable Goals:
50% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A Math from fall to spring.

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule collaborative planning sessions focused on Math interventions K-5		2026-08-31	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Jason Watkins/Assistant Superintendent	SAS website and Tier 1, Tier 2 interventions and best practice of all other districts.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review scope and sequence plan identifying areas that may need either more time or additional resources dedicated in an effort to close the gap.		2026-08-31	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Jason Watkins/Assistant Superintendent	SAS website and proposed scope and sequence.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
50% of students in grades K-5 will maintain or increase their raw score on the FastBridge Early math or FastBridge A math assessment.	Kevin Persch and staff (teacher, aides, counselor) will meet as often as MTSS requires to review FastBridge results and adjust accordingly.

Action Plan For: Parent Involvement

Measurable Goals:
Participation in the Spring 2027 Title IA parent and family engagement event will increase 1% from the Spring 2026 event.

Action Step	Anticipated Start Date	Anticipated Completion Date
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Provide parent involvement by inviting parents into the building during the evening to participate in training related to ELA and math programs.		2027-03-31	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Persch/Principal	SAS website and proposed scope and sequence plan	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1% increase in Spring 2027 parent and family engagement event versus the Spring 2026 event.	Review of the parent sign-in sheets from the training by the teachers and principal.

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	- English Language Arts Supports - Math Supports	Salaries and benefits for 2 Title I teachers and 60.77% of 1 Title I aide	262944	
Title II.A and Title IV.A Transfer Funds	- English Language Arts Supports - Math Supports	Salaries and benefits for 2.39 Title I aides	50541	
Other Expenditures	- English Language Arts Supports - Math Supports	Salary and benefits for 1 school counselor	122904	
Other Expenditures	Parent Involvement	Parent Involvement	1765	
Total Expenditures				438154

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
English Language Arts Supports	Schedule collaborative planning sessions focused on ELA interventions K-5
English Language Arts Supports	Review scope and sequence plan identifying areas that may need either more time or additional resources dedicated in an effort to close the gap.
Math Supports	Schedule collaborative planning sessions focused on Math interventions K-5
Math Supports	Review scope and sequence plan identifying areas that may need either more time or additional resources dedicated in an effort to close the gap.

Intervention Planning Meeting

Action Step		
- Schedule collaborative planning sessions focused on ELA interventions K-5 - Review scope and sequence plan identifying areas that may need either more time or additional resources dedicated in an effort to close the gap.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly meetings
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Intervention planning meetings

Action Step		
- Schedule collaborative planning sessions focused on Math interventions K-5 - Review scope and sequence plan identifying areas that may need either more time or additional resources dedicated in an effort to close the gap.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly meetings
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Dr. Joshua J. Weaver	2026-08-31
Building Principal Signature	Date
Kevin Persch	2026-08-31
School Improvement Facilitator Signature	Date