

Franklin Twp El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Franklin Twp El Sch		112013753
Address 1		
870 Old Route 30		
Address 2		
City	State	Zip Code
Cashtown	PA	17310
Chief School Administrator		Chief School Administrator Email
Dr Jeffrey Matzner		jmatzner@gasd-pa.org
Principal Name		
Shelly Lappi		
Principal Email		
slappi@gasd-pa.org		
Principal Phone Number		Principal Extension
7173346254		3268
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Matthew McFarland		mmcfarland@gasd-pa.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Jeffrey Matzner	District Level Leaders	GASD	jmatzner@gasd-pa.org
Dr. Matthew McFarland	District Level Leaders	GASD	mmcfarland@gasd-pa.org
Dr. Shelly Lappi	Principal	Franklin Township	slappi@gasd-pa.org
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Tara White	Teacher	Franklin Township	tjohnson@gasd-pa.org
Lindsay Knouse	Community Member	PTO- Franklin Township	l.knouse@upperadams.org

Vision for Learning

Vision for Learning

Our Mission: Franklin Township Elementary School has a child-centered, positive culture where teamwork and kindness drive growth and excellence; intentionally preparing for a future where every child is empowered to succeed and lead with confidence, resilience, and compassion. Our Vision: Empowering one another to grow, lead, and succeed with kindness and confidence.

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

47.8% of the all student group were proficient or advanced on the ELA PSSA, which was a decrease in performance from the previous year. However, the all student group met the standard demonstrating growth.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	34.6% of students were proficient or advanced on ELA PSSA and had an increase in performance from the previous year.
White	52.1% of students were proficient or advanced on ELA PSSA and had an increase in performance from the previous year.
Students with Disabilities	23.1% of students were proficient or advanced on ELA PSSA and had an increase in performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	36.1% of students were proficient or advanced on ELA PSSA and had a decrease in performance from the previous year.
Combined Ethnicity	31.7% of students were proficient or advanced on ELA PSSA and had a decrease in performance from the previous year.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

48.9% of the all student group were proficient or advanced on the Math PSSA, which was a increase in performance from the previous year. The all student group met the standard demonstrating growth.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	23.1% of students were proficient or advanced on Math PSSA and had an increase in performance from the previous year.
White	54.9% of students were proficient or advanced on Math PSSA and had an increase in performance from the previous year.

Economically Disadvantaged	44.3% of students were proficient or advanced on Math PSSA and had an increase in performance from the previous year.
Students with Disabilities	26.9% of students were proficient or advanced on Math PSSA and had an increase in performance from the previous year.
Combined Ethnicity	26.8% of students were proficient or advanced on Math PSSA and had an increase in performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	23.1% of students were proficient or advanced on Math PSSA and did not meet the statewide goal/interim target.
White	54.9% of students were proficient or advanced on Math PSSA and did not meet the statewide goal/interim target.
Economically Disadvantaged	44.3% of students were proficient or advanced on Math PSSA and did not meet the statewide goal/interim target.
Students with Disabilities	26.9% of students were proficient or advanced on Math PSSA and did not meet the statewide goal/interim target.
Combined Ethnicity	26.8% of students were proficient or advanced on Math PSSA and did not meet the statewide goal/interim target.

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

The all student group meets the standard demonstrating growth in ELA/Literature with an academic growth score of 73 and a statewide average growth score of 75.4.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	71% of students met or exceeded the interim target and this is an increase in performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	71% of students met or exceeded the interim target and this is an decrease in performance from the previous year.

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

The all student group meets the standard demonstrating growth in Math with an academic growth score of 70 and a statewide average growth score of 74.9.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	74% of students met or exceeded the interim target and this is an increase in performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
White	67% of students met or exceeded the interim target; this is an increase in performance from the previous year but does not meet the statewide goal/interim target.

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

90.2% of the all student group met the performance standard and are not chronically absent.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	83.4% met or exceeded the interim target and is an increase in performance from the previous year.

White	91.6% met or exceeded the interim target and is an increase in performance from the previous year.
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Challenges

ESSA Student Subgroups	Indicator
Hispanic	86.7% met or exceeded the interim target and is a decrease in performance from the previous year.
Students with Disabilities	81.8% met or exceeded the interim target and is a decrease in performance from the previous year.
Combined Ethnicity	84.4% met or exceeded the interim target and is a decrease in performance from the previous year.

Career Standards Benchmark

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

Comments/Notable Observations

100% of the all student group exceeded the performance standard benchmark.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	100% of students met or exceeded the statewide goal and maintained the same performance from the previous year.
Economically Disadvantaged	100% of students met or exceeded the statewide goal and maintained the same performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	We have insufficient data for this group.

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

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Summary

Strengths

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

The all student group meets the standard demonstrating growth in ELA/Literature with an academic growth score of 73 and a statewide average growth score of 75.4.
90.2% of the all student group met the performance standard and are not chronically absent.
The all student group meets the standard demonstrating growth in Math with an academic growth score of 70 and a statewide average growth score of 74.9.
100% of the all student group exceeded the performance standard benchmark.

Challenges

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

47.8% of the all student group were proficient or advanced on the ELA PSSA, which was a decrease in performance from the previous year. However, the all student group met the standard demonstrating growth.
48.9% of the all student group were proficient or advanced on the Math PSSA, which was an increase in performance from the previous year. The all student group met the standard demonstrating growth.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading Composite (BOY to EOY)	Kindergarten- increased from 40% to 81% at/above benchmark; 1st grade- decreased from 73% to 65% at/above benchmark; 2nd grade- increased from 68% to 83% at/above benchmark; 3rd grade- increased from 72% to 82% at/above benchmark; 4th grade- increased from 71% to 77% at/above benchmark; 5th grade- increased from 68% to 79% at/above benchmark.

English Language Arts Summary

Strengths

K-5th grade: Daily Heggerty (K-1); Amplify (CKLA) Knowledge and Skills Curriculum (K-2); Literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring); Targeted small group instruction

Challenges

Kindergarten: Students need to improve their letter sound and letter naming fluency, blending words, high frequency word knowledge and apply these skills in decodable text.
1st grade: Students need to improve blending and automaticity of advanced phonics skills, high frequency word knowledge in uncontrolled text.
Kindergarten-5th grade: Improve Tier 1 ELA instruction.

Mathematics

Data	Comments/Notable Observations
Acadience Math Composite (BOY to EOY)	Kindergarten- increased from 65% to 70% at/above benchmark; 1st grade- increased from 67% to 73% at/above benchmark; 2nd grade- increased from 52% to 78% at/above benchmark; 3rd grade- increased from 45% to 61% at/above benchmark; 4th grade- increased from 39% to 51% at/above benchmark; 5th grade- increased from 20% to 91% at/above benchmark.

Mathematics Summary

Strengths

Kindergarten-5th grade: Daily math instruction, Math assessments (Acadience Benchmark and Progress Monitoring, STAR math)

Challenges

Kindergarten-5th grade: Provide targeted instruction to meet skill deficits in an explicit, systematic, and sequential manner.
Kindergarten-5th grade: Teachers ensure that foundational skills are taught to automaticity, as well as hinge skills secured.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students in grades 3 and 4 completed this program.	Xello
Students in grades 3, 4, 5 participated in career day.	Career Day
100% of students in grade 5 participated in this full-day activity.	Biz-Town

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.

All students in grades 3 and 4 completed the Xello career program.
All students in grades 3, 4, 5 participated in Career Day.
All students in grade 5 participated in the field trip to Biz-Town.

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.

Students are limited in choices during career day due to scheduling and volunteer presenters.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The behavior and attendance data support the academic success of this group of students.
The culture and climate of the school is promoted through the Warrior Way to facilitate academic success and consistent behavioral expectations.

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.

The math data shows a need to improve our processes surrounding our all student group. The district will implement a new math curriculum in the 2026-2027 school year to better meet the needs of our students.
The ELA data shows a need to improve our processes surrounding our all student group. Our school will work to strengthen our Tier 1 ELA instruction.

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	Operational
Identify and address individual student learning needs	Operational
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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

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?

>

Collectively shape the vision for continuous improvement of teaching and learning
Align curricular materials and lesson plans to the PA Standards

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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Implement a multi-tiered system of supports for academics and behavior
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
The all student group meets the standard demonstrating growth in ELA/Literature with an academic growth score of 73 and a statewide average growth score of 75.4.	True
The all student group meets the standard demonstrating growth in Math with an academic growth score of 70 and a statewide average growth score of 74.9.	False
90.2% of the all student group met the performance standard and are not chronically absent.	False
100% of the all student group exceeded the performance standard benchmark.	False
K-5th grade: Daily Heggerty (K-1); Amplify (CKLA) Knowledge and Skills Curriculum (K-2); Literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring); Targeted small group instruction	True
Kindergarten-5th grade: Daily math instruction, Math assessments (Acadience Benchmark and Progress Monitoring, STAR math)	False
N/A	False
All students in grades 3 and 4 completed the Xello career program.	False
All students in grades 3, 4, 5 participated in Career Day.	False
All students in grade 5 participated in the field trip to Biz-Town.	False
The behavior and attendance data support the academic success of this group of students.	False
The culture and climate of the school is promoted through the Warrior Way to facilitate academic success and consistent behavioral expectations.	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Align curricular materials and lesson plans to the PA Standards	False

Challenges

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

Strength	Check for Consideration in Plan
47.8% of the all student group were proficient or advanced on the ELA PSSA, which was a decrease in performance from the previous year. However, the all student group met the standard demonstrating growth.	False

48.9% of the all student group were proficient or advanced on the Math PSSA, which was a increase in performance from the previous year. The all student group met the standard demonstrating growth.	False
Kindergarten: Students need to improve their letter sound and letter naming fluency, blending words, high frequency word knowledge and apply these skills in decodable text.	False
1st grade: Students need to improve blending and automaticity of advanced phonics skills, high frequency word knowledge in uncontrolled text.	False
Kindergarten-5th grade: Improve Tier 1 ELA instruction.	False
Kindergarten-5th grade: Provide targeted instruction to meet skill deficits in an explicit, systematic, and sequential manner.	False
Kindergarten-5th grade: Teachers ensure that foundational skills are taught to automaticity, as well as hinge skills secured.	False
N/A	False
Students are limited in choices during career day due to scheduling and volunteer presenters.	False
The math data shows a need to improve our processes surrounding our all student group. The district will implement a new math curriculum in the 2026-2027 school year to better meet the needs of our students.	True
The ELA data shows a need to improve our processes surrounding our all student group. Our school will work to strengthen our Tier 1 ELA instruction.	True
Implement a multi-tiered system of supports for academics and behavior	False
Implement evidence-based strategies to engage families to support learning	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The math data shows a need to improve our processes surrounding our all student group. The district will implement a new math curriculum in the 2026-2027 school year to better meet the needs of our students.	Analyze data with a focus on math to address areas of student need to gear our instruction to fill deficits	True
The ELA data shows a need to improve our processes surrounding our all student group. Our school will work to strengthen our Tier 1 ELA instruction.	Analyze data with a focus on ELA to address areas of student need to gear our instruction to fill deficits	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The all student group meets the standard demonstrating growth in ELA/Literature with an academic growth score of 73 and a statewide average growth score of 75.4.	Continue to meet with grade levels to discuss data, what's working and what may need to be changed.
K-5th grade: Daily Heggerty (K-1); Amplify (CKLA) Knowledge and Skills Curriculum (K-2); Literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring); Targeted small group instruction	Continue to meet with grade levels to discuss data, what's working and what may need to be changed.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will change our instructional support practices by providing consistent collaborative planning time so that educators can better meet diverse student learning needs. We will change how we use student data by creating regular data-review meetings so that teachers can make timely instructional decisions that improve student outcomes. We will change communication and support systems by increasing access to coaching and professional learning so that educators feel supported and students experience more effective instruction. We will change classroom engagement practices by implementing more student-centered learning opportunities so that students are more actively involved in their learning and achievement improves.
	We will change our instructional support practices by providing consistent collaborative planning time so that educators can better meet diverse student learning needs. We will change how we use student data by creating regular data-review meetings so that teachers can make timely instructional decisions that improve student outcomes. We will change communication and support systems by increasing access to coaching and professional learning so that educators feel supported and students experience more effective instruction. We will change

	classroom engagement practices by implementing more student-centered learning opportunities so that students are more actively involved in their learning and achievement improves.
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Goal Setting

Priority: We will change our instructional support practices by providing consistent collaborative planning time so that educators can better meet diverse student learning needs. We will change how we use student data by creating regular data-review meetings so that teachers can make timely instructional decisions that improve student outcomes. We will change communication and support systems by increasing access to coaching and professional learning so that educators feel supported and students experience more effective instruction. We will change classroom engagement practices by implementing more student-centered learning opportunities so that students are more actively involved in their learning and achievement improves.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, we will implement collaborative planning meetings for reading and math with all grade level teams, as measured by meeting agendas and notes so that educators can strengthen instructional practices and improve student achievement.			
Measurable Goal Nickname (35 Character Max)			
Data Meetings			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the 1st Quarter, all grade level teams will establish a monthly collaborative planning schedule and identify one instructional focus area to improve student learning.	By the end of the 2nd Quarter, teachers will implement at least one agreed upon instructional strategy in classrooms, as measured by walk-through observations and team reflection notes.	By the end of the 3rd Quarter, teams will analyze student data during monthly meetings and adjust instructional practices to address identified learning gaps.	By the end of the 4th Quarter, 80% of teachers will consistency demonstrate the use of collaborative instructional strategies, resulting measurable improvement in academic performance.

Priority: We will change our instructional support practices by providing consistent collaborative planning time so that educators can better meet diverse student learning needs. We will change how we use student data by creating regular data-review meetings so that teachers can make timely instructional decisions that improve student outcomes. We will change communication and support systems by increasing access to coaching and professional learning so that educators feel supported and students experience more effective instruction. We will change classroom engagement practices by implementing more student-centered learning opportunities so that students are more actively involved in their learning and achievement improves.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)

By the end of the 2026–2027 school year, students will improve math proficiency through consistent use of standards-based instruction, small-group intervention, and data-driven teaching practices, as measured by benchmark assessments, classroom performance, and state or district assessment data.

Measurable Goal Nickname (35 Character Max)

Math Proficiency

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of 1st quarter, teachers will implement consistent math routines and administer benchmark assessments to identify student strengths and learning gaps.	By the end of 2nd quarter, teachers will provide targeted small-group math instruction, as measured by walkthrough observations.	By the end of 3rd quarter, grade-level teams will use formal and informal assessment data during collaborative meetings to adjust instruction for students needing additional support.	By the end of 4th quarter, at least 80% of students will demonstrate growth in math proficiency as measured by district benchmark assessments.

Action Plan

Measurable Goals

Data Meetings	
Math Proficiency	

Action Plan For: Data-Informed Instructional Planning

Measurable Goals:
By the end of the 2026-2027 school year, we will implement collaborative planning meetings for reading and math with all grade level teams, as measured by meeting agendas and notes so that educators can strengthen instructional practices and improve student achievement.

Action Step	Anticipated Start Date	Anticipated Completion Date
Using Data Meetings, student data will be discussed and used to guide instructional planning and support the implementation of evidence-based literacy practices. More specifically, Acadience Reading data will be reviewed to identify students needing additional support with reading accuracy. These students will receive targeted intervention and focused small-group instruction within the classroom. Every six weeks, classroom teachers and data team members will collaboratively analyze progress-monitoring data, evaluate student growth, and make data-informed decisions to refine instruction and meet the needs of all learners. Additionally, data will be used to drive instruction for teachers to learn about and implement evidence-based literacy and math strategies, using the same concepts identified above.	2026-08-19	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal, Reading specialists	Reading Specialist Salaries:	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student growth and achievement on reading and math benchmark assessments.	Classroom teachers and reading specialists: Acadience benchmarks (Beginning of the year, Middle of the year, End of the year) and progress monitoring (as needed).

Action Plan For: Data-Driven Explicit Math Instruction

Measurable Goals:
By the end of the 2026–2027 school year, students will improve math proficiency through consistent use of standards-based instruction, small-group intervention, and data-driven teaching practices, as measured by benchmark assessments, classroom performance, and state or district assessment data.

Action Step		Anticipated Start Date	Anticipated Completion Date
Grade-level teams will engage in monthly collaborative planning and data review to implement and adjust instructional strategies, improving student engagement and academic achievement in the area of math proficiency. Additionally, teachers will analyze student performance, identify trends, and adjust instruction based on student needs. Teams will collaboratively plan standards-aligned lessons, implement evidence-based instructional strategies, and share effective practices to improve student engagement and academic achievement. Strategies will include differentiated instruction, targeted small-group instruction, explicit modeling, formative assessment, flexible grouping, and progress monitoring to ensure instruction is responsive to student learning. Teams will also use collaborative planning time to develop common assessments, review student work, and determine next steps for intervention, enrichment, and core instruction.		2026-08-19	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Classroom teachers	IM - Illustrative Math Curriculum Acadience progress monitoring materials Acadience Assessments	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student growth and achievement on math benchmark assessments.	Classroom teachers: Acadience benchmarks (Beginning of the year, Middle of the year, End of the year) and progress monitoring (as needed).

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Data-Informed Instructional Planning • Data-Driven Explicit Math Instruction	Title 1 schoolwide expenditures to include: salaries and benefits of Title 1 instructors	212,000.00	
Other Expenditures	• Data-Informed Instructional Planning • Data-Driven Explicit Math Instruction			
Total Expenditures				212

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data-Informed Instructional Planning	Using Data Meetings, student data will be discussed and used to guide instructional planning and support the implementation of evidence-based literacy practices. More specifically, Acadience Reading data will be reviewed to identify students needing additional support with reading accuracy. These students will receive targeted intervention and focused small-group instruction within the classroom. Every six weeks, classroom teachers and data team members will collaboratively analyze progress-monitoring data, evaluate student growth, and make data-informed decisions to refine instruction and meet the needs of all learners. Additionally, data will be used to drive instruction for teachers to learn about and implement evidence-based literacy and math strategies, using the same concepts identified above.

Data Review Huddles

Action Step		
Using Data Meetings, student data will be discussed and used to guide instructional planning and support the implementation of evidence-based literacy practices. More specifically, Acadience Reading data will be reviewed to identify students needing additional support with reading accuracy. These students will receive targeted intervention and focused small-group instruction within the classroom. Every six weeks, classroom teachers and data team members will collaboratively analyze progress-monitoring data, evaluate student growth, and make data-informed decisions to refine instruction and meet the needs of all learners. Additionally, data will be used to drive instruction for teachers to learn about and implement evidence-based literacy and math strategies, using the same concepts identified above.		
Audience		
Classroom teachers, reading specialists, learning support, principal		
Topics to be Included		
ELA and Math data, classroom instruction, interventions		
Evidence of Learning		
School data will increase based on instructional strategies implemented for student academic growth.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Data team members	2026-08-19	2027-05-28

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Shelly J. Lappi	2026-08-03
School Improvement Facilitator Signature	Date