

Profile and Plan Essentials

School		AUN/Branch
Cheston El Sch		120483302
Address 1		
723 Coal St		
Address 2		
City	State	Zip Code
Easton	PA	18042
Chief School Administrator		Chief School Administrator Email
Ms Tracy A Piazza		piazzat@eastonsd.org
Principal Name		
Kyle Yanders		
Principal Email		
yandersk@eastonsd.org		
Principal Phone Number		Principal Extension
6102502542		20500
School Improvement Facilitator Name		School Improvement Facilitator Email
Jenn Hilton		Hiltonj@eastonsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kyle Yanders	Principal	Easton Area School District	yandersk@eastonsd.org
Jeremy Poliskiewicz	Principal	Easton Area School District	Poliskiej@eastonsd.org
Katie Gould	Teacher	Easton Area School District	gouldk@eastonsd.org
Melissa Toma	Teacher	Easton Area School District	tomam@eastonsd.org
Jessica Woronowicz	Teacher	Easton Area School District	woronowiczj@eastonsd.org
Alicia Hancik	Teacher	Easton Area School District	hancikt@eastonsd.org
Danielle Thatcher	Teacher	Easton Area School District	thatcherd@eastonsd.org
Kristen Schaeffer	Teacher	Easton Area School District	schaefferk@eastonsd.org
Rebecca Haller	Teacher	Easton Area School District	hallerr@eastonsd.org
Melissa Sonnenblick	Other	Easton Area School District	sonnenblickm@eastonsd.org
Liz Dailey	Other	Easton Area School District	daileye@eastonsd.org
Megan Fehnel	Other	Easton Area School District	fehnelm@eastonsd.org
Stacey Banko	Other	Family Connections	bankos@eastonsd.org
Jenn Hilton	District Level Leaders	Easton Area School District	hiltonj@eastonsd.org
Tracy Piazza	District Level Leaders	Easton Area School District	piazzat@eastonsd.org
Heather McIntyre	Parent	Cheston PTA	Heat1247@aol.com
Katie Wilcox	Parent	Cheston PTA	bbygrpeanut@yahoo.com

Vision for Learning

Vision for Learning

As a community school, we at Ada B. Cheston Elementary value the diverse background of all of our students and staff and promise to build success in Kindergarten and beyond.

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 group went from 27.1% to 24.8% in ELA

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Went from 41.5% to 43.5% in ELA
African-American/Black	Went from 15.3% to 25% in ELA

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	went from 8.2% to 7.8% in ELA
Hispanic	went from 28.5% to 17.7% in ELA

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

All student group went from 22.5% to 26.4% in Math

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	Went from 31.8% to 38.5% in Math.
White	Went from 38.1% to 46.8% in math.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Went from 13.8% to 12.5% in math

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

Went from 76% to 50% in PVAAS ELA.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	went from 15 to 53% in PVAAS ELA.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	went from 71 to 62% in PVAAS ELA.
White	went from 89 to 68% in PVAAS ELA.

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 group went from 83 to 62% in PVAAS Math.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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English Learners	went from IS to 77% in PVAAS Math.
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Challenges

ESSA Student Subgroups	Indicator
African-American/Black	went from 79 to 61% in PVAAS Math

English Language Growth and Attainment

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

Comments/Notable Observations

All student group went from 47.6% to 43% in English Language Growth and Attainment.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	Went from 50.9 to 45.7% in English Language Growth and Attainment.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Went from 45.1 to 32.8% in English Language Growth and Attainment.

Regular Attendance

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

Comments/Notable Observations

All student regular attendance is 86.6%.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Attendance went from 80.6% to 87.4%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities from from 75.2 to 78.6%.

Career Standards Benchmark

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

Comments/Notable Observations

100% of all student group met career standard benchmark.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	100% of hispanic group met career standard benchmark.

Challenges

ESSA Student Subgroups	Indicator
White	100% of white group met career standard benchmark.

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
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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.

African American/Black subgroup went from 15.3% to 25% in ELA.
White subgroup went from 38.1% to 46.8% in math.
All student regular attendance is 86.6%.
African American/Black subgroup attendance went from 80.6% to 87.4%.
100% of all student group met career 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.

Hispanic subgroup went from 28.5% to 17.7% in ELA.
African American/Black subgroup went from 13.8% to 12.5% in math
All student subgroup Went from 76% to 50% in PVAAS ELA.
White subgroup went from 89% to 68% in PVAAS ELA.
All student group went from 83 to 62% in PVAAS Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	K-5
IXL	K-5
Star	Grade 5

English Language Arts Summary

Strengths

Acadience- In K,BOY Composite 43% increased to 60% at/above benchmark EOY in ELA. In Grade 1, NWF WWR went from 36% BOY to 73% EOY at/above benchmark in ELA.. In Grade 4, BOY Composite 41% increased to 60% at/above benchmark EOY in ELA.. In Grade 5, BOY Composite 27% increased to 46% at/above benchmark EOY in ELA..
IXL- Kindergarten 63% at BOY to 79% on/above benchmark in ELA..
Star- Grade 5 15% proficient/advanced at BOY to 27% proficient/advanced at EOY in ELA..

Challenges

Acadience- In Grade 2, BOY Composite 54% increased to 58% at/above benchmark EOY in ELA.. In Grade 3, BOY Retell 63% decreased to 60% at/above benchmark EOY in ELA..
IXL- Grade 1 77% at BOY to 59% on/above benchmark in ELA.. Grade 2 66% at BOY to 51% on/above benchmark in ELA.. Grade 3 58% at BOY to 36% on/above benchmark. Grade 4 54% at BOY to 30% on/above benchmark. Grade 5 34% at BOY to 26% on/above benchmark.

Mathematics

Data	Comments/Notable Observations
IXL	K-5
Star	1-5

Mathematics Summary

Strengths

IXL- Kindergarten 82% at BOY to 92% on/above benchmark in Math.
Star- Grade 5 15% proficient/advanced at BOY to 18% proficient/advanced at EOY in Math..

Challenges

IXL- Grade 1 83% at BOY to 63% on/above benchmark in Math. Grade 2 62% at BOY to 52% on/above benchmark in Math. Grade 3 57% at BOY to 42% on/above benchmark in Math. Grade 4 48% at BOY to 23% on/above benchmark in Math. Grade 5 24% at BOY to 24% on/above benchmark in Math.
Star- Grade 1 27% proficient/advanced at BOY to 22% proficient/advanced at EOY in Math.. Star- Grade 2 24% proficient/advanced at BOY to 21% proficient/advanced at EOY in Math.. Star- Grade 3 26% proficient/advanced at BOY to 23% proficient/advanced at EOY in Math.. Star- Grade 4 18% proficient/advanced at BOY to 15% proficient/advanced at EOY in Math..

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	No data at this point.

Science, Technology, and Engineering Education Summary

Strengths

2 STEAM days full school where all grade levels engaged in STEAM activities for an entire day.
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Challenges

Consistent devoted time to teach Science.
Limited resources. Limited organization as a district.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students met the career readiness benchmark	online and paper portfolios, career lunch speakers, field trips

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

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Attendance in PE is 86.6%.	Student attend school on PE days.

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.

100% of students met the career readiness benchmark
Attendance in PE is 86.6%.

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.

Student mental health needs continues to push school counselor out from career readiness and into counseling.
Continuing to show the importance of students being in school on time.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Went down from 47.6% to 43.0% on English language Growth and Attainment.	Decline from year before of 4.6%.
All subgroups experienced decline	very small decline across the subgroups.

Students with Disabilities

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

Data	Comments/Notable Observations
In ELA students with disabilities declined a bit.	Decline .4%.
In Math students with disabilities increased slightly.	increase 1.5%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
In ELA students considered economically disadvantaged decreased slightly.	decline 3.0%
In Math students considered economically disadvantaged increased slightly.	increase 3.4%

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations

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.

In Math students with disabilities increased slightly.
In Math students considered economically disadvantaged increased slightly.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

In ELA students considered economically disadvantaged decreased slightly.
In ELA students with disabilities declined a bit.
Went down from 47.6% to 43.0% on English language Growth and Attainment.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

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?

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Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Monitor and evaluate the impact of professional learning on staff practices and student learning
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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Provide frequent, timely, and systematic feedback and support on instructional practices
Continuously monitor implementation of the school improvement plan and adjust as needed
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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
African American/Black subgroup went from 15.3% to 25% in ELA.	False
White subgroup went from 38.1% to 46.8% in math.	False
All student regular attendance is 86.6%.	True
African American/Black subgroup attendance went from 80.6% to 87.4%.	False
100% of all student group met career standard benchmark.	False
Acadience- In K,BOY Composite 43% increased to 60% at/above benchmark EOY in ELA. In Grade 1, NWF WWR went from 36% BOY to 73% EOY at/above benchmark in ELA.. In Grade 4, BOY Composite 41% increased to 60% at/above benchmark EOY in ELA.. In Grade 5, BOY Composite 27% increased to 46% at/above benchmark EOY in ELA..	True
In Math students with disabilities increased slightly.	False
100% of students met the career readiness benchmark	False
Attendance in PE is 86.6%.	False
IXL- Kindergarten 63% at BOY to 79% on/above benchmark in ELA..	False
Star- Grade 5 15% proficient/advanced at BOY to 27% proficient/advanced at EOY in ELA..	False
IXL- Kindergarten 82% at BOY to 92% on/above benchmark in Math.	False
Star- Grade 5 15% proficient/advanced at BOY to 18% proficient/advanced at EOY in Math..	False
2 STEAM days full school where all grade levels engaged in STEAM activities for an entire day.	False
In Math students considered economically disadvantaged increased slightly.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Implement a multi-tiered system of supports for academics and behavior	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
Hispanic subgroup went from 28.5% to 17.7% in ELA.	False
African American/Black subgroup went from 13.8% to 12.5% in math	False
All student subgroup Went from 76% to 50% in PVAAS ELA.	False
White subgroup went from 89% to 68% in PVAAS ELA.	False
All student group went from 83 to 62% in PVAAS Math.	False
Acadience- In Grade 2, BOY Composite 54% increased to 58% at/above benchmark EOY in ELA.. In Grade 3, BOY Retell 63% decreased to 60% at/above benchmark EOY in ELA..	True
In ELA students considered economically disadvantaged decreased slightly.	False
Student mental health needs continues to push school counselor out from career readiness and into counseling.	False

Continuing to show the importance of students being in school on time.	True
IXL- Grade 1 77% at BOY to 59% on/above benchmark in ELA.. Grade 2 66% at BOY to 51% on/above benchmark in ELA.. Grade 3 58% at BOY to 36% on/above benchmark. Grade 4 54% at BOY to 30% on/above benchmark. Grade 5 34% at BOY to 26% on/above benchmark.	False
IXL- Grade 1 83% at BOY to 63% on/above benchmark in Math. Grade 2 62% at BOY to 52% on/above benchmark in Math. Grade 3 57% at BOY to 42% on/above benchmark in Math. Grade 4 48% at BOY to 23% on/above benchmark in Math. Grade 5 24% at BOY to 24% on/above benchmark in Math.	False
Star- Grade 1 27% proficient/advanced at BOY to 22% proficient/advanced at EOY in Math.. Star- Grade 2 24% proficient/advanced at BOY to 21% proficient/advanced at EOY in Math.. Star- Grade 3 26% proficient/advanced at BOY to 23% proficient/advanced at EOY in Math.. Star- Grade 4 18% proficient/advanced at BOY to 15% proficient/advanced at EOY in Math..	False
Consistent devoted time to teach Science.	False
Limited resources. Limited organization as a district.	False
In ELA students with disabilities declined a bit.	False
Went down from 47.6% to 43.0% on English language Growth and Attainment.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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.

Most notable statement was principals should not regulate staff feelings. They should come to school and act as a professional. -MT

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Continuing to show the importance of students being in school on time.		False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	important for data centered building	True
Acadience- In Grade 2, BOY Composite 54% increased to 58% at/above benchmark EOY in ELA.. In Grade 3, BOY Retell 63% decreased to 60% at/above benchmark EOY in ELA..	Reading data	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All student regular attendance is 86.6%.	Students in school can learn.
Acadience- In K,BOY Composite 43% increased to 60% at/above benchmark EOY in ELA. In Grade 1, NWF WWR went from 36% BOY to 73% EOY at/above benchmark in ELA.. In Grade 4, BOY Composite 41% increased to 60% at/above benchmark EOY in ELA.. In Grade 5, BOY Composite 27% increased to 46% at/above benchmark EOY in ELA..	Grade 1 and 4 utilized WIN time for targeted instruction. K is targeting specific routines. (ECRI)
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Add more assistance to our building needs.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers need to know the purpose, when they are appropriate and how to use assessments to deliver instruction.
	Pacing, continuum, rigor of skills in the lower grade levels are not aligned which causing delays in the older grade level.s

Goal Setting

Priority: Teachers need to know the purpose, when they are appropriate and how to use assessments to deliver instruction.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of teachers will demonstrate understanding of the purpose of universal, diagnostic, and progress-monitoring assessments and appropriately use assessment data to plan and adjust instruction, as evidenced by lesson plans, MTSS documentation, classroom observations, and professional learning reflections.			
Measurable Goal Nickname (35 Character Max)			
Power of Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Building Foundational Understanding Target: 25% mastery/implementation Teachers will identify the purpose of universal, diagnostic, and progress-monitoring assessments. Teachers will participate in professional learning focused on assessment types and interpretation of data. At least 25% of teachers will demonstrate accurate use of assessment terminology and basic data interpretation during PLCs, MTSS meetings, or walkthroughs. Evidence: PD attendance/reflections PLC notes Walkthrough data Assessment discussions during MTSS meetings	2nd: 50% mastery/implementation Teachers will begin using assessment data to group students and plan differentiated instruction. At least 50% of teachers will demonstrate evidence of using assessment results to adjust Tier 1 instruction and identify students needing intervention support. Evidence: Lesson plans with differentiated groups MTSS documentation Intervention planning notes Classroom observations	Consistent Data-Based Decision Making Target: 75% mastery/implementation Teachers will consistently analyze progress-monitoring data to adjust instructional strategies and interventions. At least 75% of teachers will independently use assessment data during instructional planning and collaborative discussions. Evidence: Progress-monitoring data reviews PLC collaboration artifacts Walkthrough observations Student intervention adjustments	Quarter 4: Full Implementation and Reflection Target: 100% mastery/implementation -Teachers will consistently and appropriately use universal, diagnostic, and progress-monitoring assessment data to drive instructional decisions and differentiation. -100% of teachers will demonstrate effective assessment literacy and data-based instructional planning. Evidence: -End-of-year reflections -Lesson plans -MTSS documentation -Classroom observations -Student growth discussions/data analysis

Priority: Pacing, continuum, rigor of skills in the lower grade levels are not aligned which causing delays in the older grade levels.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
During Core Meetings, Cheston teachers will advocate for system/skill alignment across the curriculum.			
Measurable Goal Nickname (35 Character Max)			
Kids First			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Target 1 — Identification of Gaps By the end of Quarter 1, Cheston teachers will collaborate during district core meetings to identify inconsistencies in pacing, continuum, and rigor across grade levels and content areas, with documented priority skill gaps and areas of misalignment.	Target 2 — Development of Aligned Expectations By the end of Quarter 2, Cheston teachers will advocate for and contribute to the development of aligned instructional expectations, including common pacing recommendations, priority standards, and skill progressions across grade levels.	Target 3 — Implementation & Monitoring By the end of Quarter 3, Cheston teachers will implement agreed-upon instructional adjustments and monitor alignment through common assessments, walkthrough discussions, and student performance data shared during core meetings.	Target 4 — Evaluation of Impact By the end of Quarter 4, Cheston teachers will analyze student achievement trends and instructional data to evaluate the impact of improved system and skill alignment, identifying next steps and recommendations for continued curriculum refinement.

Action Plan

Measurable Goals

Power of Assessments	Kids First
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Action Plan For: Assessment Understanding and Utilization

Measurable Goals:	
- By the end of the school year, 100% of teachers will demonstrate understanding of the purpose of universal, diagnostic, and progress-monitoring assessments and appropriately use assessment data to plan and adjust instruction, as evidenced by lesson plans, MTSS documentation, classroom observations, and professional learning reflections. - During Core Meetings, Cheston teachers will advocate for system/skill alignment across the curriculum.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Staff Led PLC with high level of engagement		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Melissa Toma Classroom Teachers, Academic Pillar team	Assessment samples	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use diagnostics to drive classroom instruction through win.....and mainly during CORE.		2027-01-06	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
classroom teachers interventonists	benchmarks, Wonders	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff knowledge increased, utilizing assessments for the proper purpose, student growth	Quarterly during benchmark, Benchmark results, All staff

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	
Equipment	Assessment Understanding and Utilization	Supplies	3553	
Instruction	Assessment Understanding and Utilization	Salaries	655302	
Total Expenditures				658855

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Assessment Understanding and Utilization	Staff Led PLC with high level of engagement
Assessment Understanding and Utilization	Use diagnostics to drive classroom instruction through win.....and mainly during CORE.

Data to Impact

Action Step		
Use diagnostics to drive classroom instruction through win.....and mainly during CORE.		
Audience		
All staff teachers (but Lamp).		
Topics to be Included		
Acadance, Differentiation, Data analysis, implementation, delivery of instruction.		
Evidence of Learning		
Growth!!!!		
Lead Person/Position	Anticipated Start	Anticipated Completion
Interventionists, ESL, Spec ed	2026-08-24	2027-06-11

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
Kyle Yanders	2026-05-22
School Improvement Facilitator Signature	Date