Intermediate Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Intermediate Sch		114063003
Address 1		
600 Governor Dr		
Address 2		
City	**State**	**Zip Code**
Shillington	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa T Hess		lisa.hess@gmsd.org
Principal Name		
Cory Crider		
Principal Email		
cory.crider@gmsd.org		
Principal Phone Number		**Principal Extension**
6107755083		3010
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Lisa Hess		lisa.hess@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cory Crider	Principal	GMIS	cory.crider@gmsd.org
Brian Bell	Other	GMIS	brian.bell@gmsd.org
Amanda Phillips	Education Specialist	GMIS	amanda.phillips@gmsd.org
Jen Manning	Parent	GMIS	jlmanning09@gmail.com
Melissa Mellinger	Education Specialist	GMIS	Melissa.Mellinger@gmsd.org
Johanna Reber	Teacher	GMIS	johanna.reber@gmsd.org
Janemarie McKay	Board Member	GMIS	janemarie.mckay@gmsd.org
Lisa Hess	Chief School Administrator	Superintendent	lisa.hess@gmsd.org
Erin Anderson	Chief School Administrator	Assistant Superintendent	erin.anderson@gmsd.org

Vision for Learning

Vision for Learning

District Mission The Governor Mifflin School District: Educating, Inspiring, and Empowering Every Student, Every Day. District Vision The Governor Mifflin School District is a community of dedicated individuals working together to achieve the mission of, Educating, Inspiring, and Empowering Every Student Every Day. We wish to provide all our students with: * Quality instruction. * Individualization of academic, social & behavioral needs. * A supportive school-home partnership. * A commitment to professional learning around literacy & child development.

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 46.7% Drop Black 22.7% Drop Hispanic 34.6% Increase White 58.3% Drop 2 or More Races 38.9% Drop Economically Disadvantaged 39.9% Insignificant Drop English Learner 27.6% Drop Student with Disabilities 17.9% Drop Combined Ethnicity 34.2% Insignificant Drop

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Slight increase in performance.
Economically Disadvantaged	Maintained from the previous year

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Roughly 8% decrease
English Learners	Roughly 9% decrease

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 33.8% Slight Increase Black 18.2% Same Hispanic 21.1% Increase White 44.9% increase 2 or More Races 25.0% Same Economically Disadvantaged 23.0% Increase English Learner 13.8% Decrease Student with Disabilities 10.0% Slight Increase Combined Ethnicity 21.4% Increase

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	5% increase from 16.6 to 21.1
Economically Disadvantaged	3% increase 20.1 to 23

Challenges

ESSA Student Subgroups	Indicator
English Learners	3% decrease from 16.7 to 13.8
African-American/Black	0% change at 18.2

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 Group 78.0 Increase Hispanic 70.0 Decrease White 79.0 Increase 2 or More Races 78.0 Economically Disadvantaged 75.0 Increase English Learner 76.0 Increase Student with Disabilities 55.0 Decrease Combined Ethnicity 73.0 Same

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Increase from 76 to 79%
Economically Disadvantaged	Increase from 73 to 75%

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Decrease from 68 to 55%

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 51.0 Decrease Hispanic 61.0 Increase White 57.0 Decrease 2 or More Races 75.0 Economically Disadvantaged 54.0 Decrease English Learner 70.0 Increase Student with Disabilities 64.0 Decrease Combined Ethnicity 61.0 Increase

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	10% Increase

Challenges

ESSA Student Subgroups	Indicator
White	30% Decrease
Students with Disabilities	20% decrease

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

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

All Student Group 90.3% Increase Black 80.8% Decrease Hispanic 87.4% Increase White 93.2% Increase 2 or More Races 92.6% Increase Economically Disadvantaged 84.5% Increase English Learner 86.4% Increase Student with Disabilities 85.2% Increase Combined Ethnicity 87.3% Increase

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	Increase from 80% to 86.4%

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Decrease from 93/1 to 80.8%

Career Standards Benchmark

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

Comments/Notable Observations

All Student Group 99.7% Hispanic 99.2% White 100.0% 2 or More Races 100.0% Economically Disadvantaged 100.0% Student with Disabilities 100.0% Combined Ethnicity 99.4%

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Increase 99.4 to 100%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Decrease from 100% to 99.2%

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

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.

5% increase from 16.6 to 21.1
Increase from 73 to 75%

All Student Group 90.3% Increase Black 80.8% Decrease Hispanic 87.4% Increase White 93.2% Increase 2 or More Races 92.6% Increase Economically Disadvantaged 84.5% Increase English Learner 86.4% Increase Student with Disabilities 85.2% Increase Combined Ethnicity 87.3% Increase
All Student Group 99.7% Hispanic 99.2% White 100.0% 2 or More Races 100.0% Economically Disadvantaged 100.0% Student with Disabilities 100.0% Combined Ethnicity 99.4%

Challenges

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

Roughly 9% decrease
Decrease from 68 to 55%
30% Decrease
20% decrease

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Ready ELA: Typical Growth	56% of our 5th-grade students met their Typical Growth Goal. 10% increase from last year. 58% of our 6th-grade students met their Typical Growth Goal. 1% increase from last year.
Spring ELA Diagnostic	5th grade- 42% placed Early, Mid, or Above Grade level on the final diagnostic. 6th grade- 45% placed Early, Mid, or Above Grade level on the final diagnostic. 3% decrease from last year.

English Language Arts Summary

Strengths

Growth in Reading through Ready Reading resources implemented during targeted intervention time.
This occurs once every other cycle during grade-level collaboration: staff uses common planning time to analyze diagnostic results, identify trends, and determine targeted areas of need.
Instructional grouping reports provide resources for teachers to implement as they address the deficits in student outcomes.

Challenges

This was the first full-year implementation across the building with a new resource that includes grammar, punctuation, and some phonics instruction.
Teachers working to align the diagnostic tool we use to the ELA program to better support our students' needs.
There is a loose alignment to state standards in our current ELA program.

Mathematics

Data	Comments/Notable Observations
Ready Math: Typical Growth	39% of our 5th-grade students met their Typical Growth Goal. Same as the previous year. 54% of our 6th-grade students met their Typical Growth Goal. 6% decrease from last year.
Spring Math Diagnostic	5th grade- 43% placed Early, Mid, or Above Grade level on the final diagnostic. 1% decrease from last year. 6th grade- 48% placed Early, Mid, or Above Grade level on the final diagnostic. 2% increase from last year.

Mathematics Summary

Strengths

i-Ready Personalized Instruction Pathways contributed to the overall consistency of students to meet grade level expectations.
Small group work during intervention time from instructional grouping reports contributed to the overall growth of students to meet grade-level expectations.
Continued consistent coaching during instructional planning meetings.
Common planning time for core content teachers.

Challenges

Stronger grade-level standard alignment in our intensive math classes.
Creating a responsive professional development scope and sequence to account for the changes in staffing throughout the school year. Implications include depth of knowledge of content and programming.
Supporting students to show their thinking and accurately transfer their thinking on digital exams.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

100% of students are enrolled in Innovation Classes	Emphasis on PBL/Experiential Learning
100% of Science Classes are enrolled in the Amplify Science program.	Teachers have balanced an emphasis on Total Experience Learning and Tier 1 pedagogy.

Science, Technology, and Engineering Education Summary

Strengths

Students engage in the design process in Innovation class.
Personalized innovative experienced-based learning in Science class.
Steel Standards Aligned Programming

Challenges

Transfer and application of skills to other areas.
Not all teachers have training in Total Experience Learning
A relatively new program for our classroom teachers, with limited professional development.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Student Portfolios	Evidence of engagement is filed in cumulative folder and moves with students.

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.

School counselors are invested in 339 plan and providing pathways for students.
Alignment work across the district is a priority. Directly connected to our portrait of a graduate.

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.

Providing students with age-appropriate resources.
Relevant scope and sequence in an ever-changing global workplace.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments: ELA	27.6% ELA P/A (46.7% building) Access to vocabulary and connections is imperative for EL students.
Proficient or Advanced on Pennsylvania State Assessments: Math	13.8% Math P/A (33.8% building) Access to vocabulary and connections is imperative for EL students.

Students with Disabilities

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

Data	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments: ELA	17.9% ELA PSSA P/A vs. 46.7% All Student Group
Proficient or Advanced on Pennsylvania State Assessments: Math	10% Math PSSA P/A vs. 33.8% All Student Group

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.

Our Ready Math curriculum has individualized pathways for students, supporting all types of learners. This includes resources for Spanish-speaking students.
Consistent supportive professional development for Mathematics.
Reading Specialists, classroom teachers, and special education teachers are growing our students as readers (EL and SE students).

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.

EL and Special Education students scored below their peers in ELA and Math. Professional development was not responsive to the shift in staffing needs.
Overall ELA performance still falls below the state average. This year was the first full year of implementation of the new ELA program.
Consistent, supportive professional development for teachers supporting ELs.

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	Operational
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	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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

>

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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?

>

Implement a multi-tiered system of support for academics and behavior
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Continuously monitor the implementation of the school improvement plan and adjust as needed

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
5% increase from 16.6 to 21.1	False
Increase from 73 to 75%	False
All Student Group 90.3% Increase Black 80.8% Decrease Hispanic 87.4% Increase White 93.2% Increase 2 or More Races 92.6% Increase Economically Disadvantaged 84.5% Increase English Learner 86.4% Increase Student with Disabilities 85.2% Increase Combined Ethnicity 87.3% Increase	False
All Student Group 99.7% Hispanic 99.2% White 100.0% 2 or More Races 100.0% Economically Disadvantaged 100.0% Student with Disabilities 100.0% Combined Ethnicity 99.4%	False
Growth in Reading through Ready Reading resources implemented during targeted intervention time.	False
This occurs once every other cycle during grade-level collaboration: staff uses common planning time to analyze diagnostic results, identify trends, and determine targeted areas of need.	True
Instructional grouping reports provide resources for teachers to implement as they address the deficits in student outcomes.	False
i-Ready Personalized Instruction Pathways contributed to the overall consistency of students to meet grade level expectations.	False
Small group work during intervention time from instructional grouping reports contributed to the overall growth of students to meet grade-level expectations.	True
Continued consistent coaching during instructional planning meetings.	False
Common planning time for core content teachers.	True
Students engage in the design process in Innovation class.	False
Personalized innovative experienced-based learning in Science class.	False
Steel Standards Aligned Programming	False
School counselors are invested in 339 plan and providing pathways for students.	False
Alignment work across the district is a priority. Directly connected to our portrait of a graduate.	False
Our Ready Math curriculum has individualized pathways for students, supporting all types of learners. This includes resources for Spanish-speaking students.	False
Consistent supportive professional development for Mathematics.	False
Reading Specialists, classroom teachers, and special education teachers are growing our students as readers (EL and SE students).	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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
Roughly 9% decrease	False
Decrease from 68 to 55%	False
30% Decrease	False
20% decrease	False
This was the first full-year implementation across the building with a new resource that includes grammar, punctuation, and some phonics instruction.	True
Teachers working to align the diagnostic tool we use to the ELA program to better support our students' needs.	False
Providing students with age-appropriate resources.	False
There is a loose alignment to state standards in our current ELA program.	False
Stronger grade-level standard alignment in our intensive math classes.	True
Creating a responsive professional development scope and sequence to account for the changes in staffing throughout the school year. Implications include depth of knowledge of content and programming.	False
Supporting students to show their thinking and accurately transfer their thinking on digital exams.	False
Transfer and application of skills to other areas.	False
Not all teachers have training in Total Experience Learning	False
A relatively new program for our classroom teachers, with limited professional development.	False
Relevant scope and sequence in an ever-changing global workplace.	False
EL and Special Education students scored below their peers in ELA and Math. Professional development was not responsive to the shift in staffing needs.	False
Overall ELA performance still falls below the state average. This year was the first full year of implementation of the new ELA program.	False
Consistent, supportive professional development for teachers supporting ELs.	True
Implement a multi-tiered system of support for academics and behavior	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Continuously monitor the implementation of the school improvement plan and adjust as needed	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 team identified consistency in program delivery and implementation as a key area of focus. Discussions highlighted the importance of students having equitable learning experiences across classrooms and grade levels through consistent instructional practices and program expectations. The team also noted the need for a deeper understanding of academic standards to strengthen planning, instruction, and assessment, ensuring that learning experiences are aligned to intended outcomes and support student achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
This was the first full-year implementation across the building with a new resource that includes grammar, punctuation, and some phonics instruction.	A primary root cause of this challenge is that the school was in its first full year of implementing a new instructional resource. Staff members were simultaneously learning the structure, components, and expectations of the program while integrating grammar, punctuation, and phonics instruction into their daily practice. As a result, implementation varied across classrooms, and teachers were at different levels of comfort and proficiency with the resource. Additional time, professional learning, and collaborative planning opportunities are needed to develop consistency and ensure the program is implemented with fidelity across the building.	True
Stronger grade-level standard alignment in our intensive math classes.		False
Consistent, supportive professional development for teachers supporting ELs.		False
Implement a multi-tiered system of support for academics and behavior	A primary root cause of this challenge is the need for a more clearly defined and consistently implemented system of academic and behavioral supports across the school. While intervention practices and behavioral supports exist, processes for identifying student needs, delivering targeted interventions, monitoring progress, and using data to make instructional decisions have varied across grade levels and teams. Establishing consistent MTSS structures, strengthening staff understanding of tiered supports, and creating clear systems for progress monitoring will help ensure that all students receive timely and appropriate interventions.	True
Continuously monitor the implementation of the school improvement plan and adjust as needed		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
This occurs once every other cycle during grade-level collaboration: staff uses common planning time to analyze diagnostic results, identify trends, and determine targeted areas of need.	Grade-level collaboration time can be leveraged to improve consistency in program implementation and strengthen MTSS practices. Regular analysis of diagnostic data allows staff to identify student needs, share effective strategies, monitor progress, and make informed decisions about instruction and interventions.
Small group work during intervention time from instructional grouping reports contributed to the overall growth of students to meet grade-level expectations.	The success of small-group instruction during intervention time can be leveraged to strengthen MTSS implementation. Using instructional grouping reports to target student needs allows staff to provide timely interventions, monitor progress, and support students in meeting grade-level expectations.

Common planning time for core content teachers.	Common planning time for core content teachers can be leveraged to improve consistency in instruction, strengthen implementation of curriculum resources, and support data-driven decision-making. Regular collaboration allows teachers to align practices, analyze student performance, and plan targeted supports for students.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Building leadership capacity and empowering staff can be leveraged to improve implementation of school initiatives by increasing shared ownership, collaboration, and accountability. Engaging staff in decision-making and leadership opportunities helps strengthen implementation efforts and supports continuous improvement for students and staff.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	A positive school environment can be leveraged to support student learning and intervention efforts by fostering strong relationships, engagement, and a sense of belonging. When students and staff feel welcomed, supported, and safe, they are better positioned to participate fully in learning and school improvement initiatives.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Develop a consistent system of professional learning, coaching, and collaborative planning to strengthen teacher understanding and implementation of the instructional resource, ensuring fidelity and alignment of grammar, punctuation, and phonics instruction across all classrooms.
	Establish/ refine a clearly defined and consistently implemented MTSS framework for academics and behavior that standardizes how student needs are identified, interventions are delivered, progress is monitored, and data is used to guide instructional decisions across all grade levels and teams.

Goal Setting

Priority: Develop a consistent system of professional learning, coaching, and collaborative planning to strengthen teacher understanding and implementation of the instructional resource, ensuring fidelity and alignment of grammar, punctuation, and phonics instruction across all classrooms.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
85% of students will make one year's worth of growth on the Spring i-Ready assessments.			
Measurable Goal Nickname (35 Character Max)			
ELA I-Ready Growth Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administer the Fall i-Ready diagnostic to establish baseline data.	Conduct regular data meetings (minimum monthly) to review i-Ready usage, pass rates, and instructional group progress.	Administer Winter i-Ready diagnostic and compare growth data to mid-year targets.	Administer Spring i-Ready diagnostic and evaluate individual student growth.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
A minimum of 85% of 6th-grade ELA students will meet grade-level proficiency on the 6th-grade ELA PSSA through the implementation of a new ELA resource (HMH) that better meets the needs of our students.			
Measurable Goal Nickname (35 Character Max)			
6th Grade ELA PSSA Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Priority: Establish/ refine a clearly defined and consistently implemented MTSS framework for academics and behavior that standardizes how student needs are identified, interventions are delivered, progress is monitored, and data is used to guide instructional decisions across all grade levels and teams.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By June 2027, our building will refine our MTSS in academics and behavior, with 100% of grade-level teams participating in monthly data meetings to identify student needs, assign tiered interventions, and monitor progress using a standardized tracking system, resulting in documented intervention plans and bi-monthly communication with families for all students receiving Tier 2 or Tier 3 supports.			
Measurable Goal Nickname (35 Character Max)			
MTSS Implementation			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Reaffirm a building MTSS team, including representatives from general education, special education, intervention, counseling, and administration.	All grade-level teams are holding monthly data meetings (minimum 1 per month) with agendas and notes documented.	Maintain 100% consistency with monthly data team meetings across grade levels.	Complete spring universal screening and finalize end-of-year data reviews for all students receiving interventions.

Action Plan

Measurable Goals

ELA I-Ready Growth Goal	6th Grade ELA PSSA Goal
MTSS Implementation	

Action Plan For: Intervention Time/ Small Group Instruction

Measurable Goals:
• 85% of students will make one year's worth of growth on the Spring i-Ready assessments. • A minimum of 85% of 6th-grade ELA students will meet grade-level proficiency on the 6th-grade ELA PSSA through the implementation of a new ELA resource (HMH) that better meets the needs of our students.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Identify students in need of Tier 2 and Tier 3 interventions based on placement data.		2026-08-19	2026-09-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
General Education Teacher, Specialists	I-Ready Diagnostic Data	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Begin small group instruction		2026-09-21	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
General Education Teacher, Specialists	HMH Program Materials	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Set individual growth goals for all students based on i-Ready's Typical Growth expectations.		2026-09-21	2026-12-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
General Education Teacher, Specialists	HMH, Collaboration Time	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
85% of students will meet their typical growth.	People: Admin, Gen. Ed, Special Ed., Specialists Frequency: Conduct regular data meetings (minimum monthly) to review instructional group progress. Method: Provide coaching or intervention support for classrooms, monitor and adjust small group instruction based on formative assessments.

Action Plan For: Collaboration Time

Measurable Goals:
• 85% of students will make one year's worth of growth on the Spring i-Ready assessments. • A minimum of 85% of 6th-grade ELA students will meet grade-level proficiency on the 6th-grade ELA PSSA through the implementation of a new ELA resource (HMH) that better meets the needs of our students.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Identify all co-teaching and student support pairings for the building.		2026-08-19	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Admin	Schedules	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Schedule and communicate biweekly planning times in the master schedule or staff calendars.		2026-08-19	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, Gen. Ed. Teachers, Special Ed., Specialists	Schedules	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Begin walkthroughs/classroom observations focusing on visible implementation of accommodations, modifications, and specially designed instruction.		2026-08-19	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	Observation Schedule	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Share building-level trends from walkthroughs and surveys; use data to plan a staff refresher or targeted PD.		2026-08-19	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, Specialists	Instructional Planning Meetings	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Achieve 100% compliance with biweekly collaborative planning meetings, verified through meeting agendas.	People: Building Administrators, Special Education Case Managers Instructional Coaches or Intervention Specialists, MTSS Team Frequency: Biweekly Review of submitted meeting agendas, Monthly Check-ins with grade-level or co-teaching teams, Quarterly Review of trends, participation, and fidelity with staff Method: Teams submit an agenda after each biweekly meeting The agenda must include: date, attendees, student-specific discussion points, instructional planning notes, and next steps.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Intervention Time/ Small Group Instruction • Collaboration Time	Reading Specialist	225,916	
Total Expenditures				225

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Intervention Time/ Small Group Instruction	Identify students in need of Tier 2 and Tier 3 interventions based on placement data.

MTSS/ Small Group Instruction

Action Step		
• Identify students in need of Tier 2 and Tier 3 interventions based on placement data.		
Audience		
General Education Teachers, Specialists, and Special Education Teachers		
Topics to be Included		
Data Decision Making, Standards Aligned Systems		
Evidence of Learning		
Instructional Meeting Data Analysis		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Admin, Specialists	2026-08-19	2027-05-28

Learning Format

Type of Activities	Frequency
Inservice day	Ongoing
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**
Cory Crider	2026-06-09
School Improvement Facilitator Signature	**Date**