South Buffalo Elementary School

Schoolwide Title 1 School Plan | 2026 – 2027



Profile and Plan Essentials

School		AUN/Branch
South Buffalo El Sch		128033053
Address 1		
562 Freeport Rd		
Address 2		
City	**State**	**Zip Code**
Freeport	PA	16229
Chief School Administrator		**Chief School Administrator Email**
Mr Ian M Magness		magness@freeport.k12.pa.us
Principal Name		
Jeffrey S. Lesko		
Principal Email		
lesko@freeport.k12.pa.us		
Principal Phone Number		**Principal Extension**
724-295-9510		3850
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jeffrey S. Lesko	Principal	South Buffalo Elementary	lesko@freeport.k12.pa.us
Donald Dell	District Level Leaders	Special Services Coordinator - Freeport Area School District	dell@freeport.k12.pa.us
Larry Robb	District Level Leaders	Program Director - Freeport Area School District	robb@freeport.k12.pa.us
Sylvia Maxwell	Board Member	Board Member - Freeport Area School District	maxwell@freeport.k12.pa.us
Carly Constantino	Education Specialist	Reading Specialist - South Buffalo Elementary	constantino@freeport.k12.pa.us
Bobbi Rupp	Education Specialist	RtII Coordinator/ Gifted Support	rupp@freeport.k12.pa.us
Brianna Boerio	Other	School Counselor - South Buffalo Elementary	boerio@freeport.k12.pa.us
Jessica Berberich	Teacher	5th Grade ELA Teacher - South Buffalo Elementary	berberich@freeport.k12.pa.us
Aimee Raber-Campbell	Teacher	Kindergarten Teacher - South Buffalo Elementary	raber-campbell@freeport.k12.pa.us
Cara Masters	Teacher	Learning Support Teacher - South Buffalo Elementary School	cmasters@freeport.k12.pa.us
Dr. Autumn Wyant-Palmiter	Education Specialist	Community Member	abwpalmiter@gmail.com
Kristen Fichthorn	Parent	Parent - South Buffalo Elementary	kristenfichthorn@gmail.com
Amanda Good	Community Member	Community Member	kilburn_a84@hotmail.com
Michelle Hardt	Community Member	Community Member	2michellelindsay@gmail.com
Lindsey Heilman	Parent	Parent - South Buffalo Elementary	lmpheilman@gmail.com
Katherine Booth	Parent	Parent - South Buffalo Elementary	katpetrarca@yahoo.com
Gina Crytzer	Parent	Parent - South Buffalo Elementary	ginacrytzer@gmail.com

Vision for Learning

Vision for Learning

South Buffalo Elementary School envisions a learning environment… ¨ That prepares students to embrace technological advancements of the 21st century; ¨ Develops students who are able to problem-solve thoughtfully; ¨ Promotes expressive communication through the application of reading, writing, listening, research, speaking, and presentation skills. ¨ That establishes a strong work ethic among the district's students; ¨ That develops citizens that make positive contributions to society; ¨ That establishes a love for learning and a recognition that learning is a life-long effort; ¨ That promotes wellness: That promotes equity among all students; ¨ That prescribes specific action plans to target the individual learning needs of students; ¨ That embraces continual reflection on best practices and student improvement

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 Did Not Meet Interim Goal/Improvement Target - 62.9% Advanced/ Proficient (49.9% statewide ave) decrease in performance from previous year

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

Strengths

ESSA Student Subgroups	Indicator
White	65.3% P/A white students ELA higher than the statewide average of all students

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	ED 31.6% advanced/ proficient ELA; decrease in performance from previous year; less than statewide average of all students
Students with Disabilities	SWD 37.5% advanced/ proficient ELA; decrease in performance from previous year; less than statewide average of all students

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

All Student Groups Meet interim goal/ improvement target; All Student Group Meets 2033 Statewide Goal (72.4% proficient/advanced); Increase in performance from the previous year

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

Strengths

ESSA Student Subgroups	Indicator
White	73.5% advanced/ proficient math white students ; Increase in performance from pervious year; higher than the statewide average of all students
Economically Disadvantaged	ED 55.3% advances/proficient math; increase from previous year; meets or exceeds interim target
Students with Disabilities	SWD 45.8% advances/proficient math; increase from previous year

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	SWD 45.8% advances/proficient math; not meeting statewide interim goal

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 Did Not Meet the Standard Demonstrating Growth ELA (academic growth score 50, expectation was 70); state average growth score was 75.4.

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	ED highest percentage of growth ELA of all subgroups with sufficient sample size

Challenges

ESSA Student Subgroups	Indicator
White	50% - white students Not meeting statewide goal/ interim target ELA ; Decrease in performance from previous year
Economically Disadvantaged	58% - ED Not meeting statewide goal/ interim target ELA ; Decrease in performance from 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

All Student Group Did Not Meet the Standard Demonstrating Growth Math (academic growth score 50, expectation was 70); state average growth score was 74.9

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	ED - math maintained the same performance from previous year
White	white students - math maintained the same performance from previous year

Challenges

ESSA Student Subgroups	Indicator
White	50% - white students math not meeting statewide goal/ interim target
Economically Disadvantaged	50% - ED math not meeting 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

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 Meets Performance Standard; 93.4 percent of students not chronically absent (statewide average - 79.6%

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

Strengths

ESSA Student Subgroups	Indicator
White	93.4% - white student attendance meets or exceeds interim target; increase in performance from previous year
Economically Disadvantaged	88.6% - ED attendance meets or exceeds interim target; increase in performance from previous year
Students with Disabilities	SWD - attendance Meets or exceeds statewide goal; increase in performance from previous year

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	ED - attendance only subgroup under 90%

Career Standards Benchmark

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

Comments/Notable Observations

All Student Group Exceeds Performance Standard (Career Standards Benchmark) - 100%

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

Strengths

ESSA Student Subgroups	Indicator
White	white students - meets or exceeds statewide goal (career benchmark); maintained the same performance from previous years

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	career benchmarks - not enough sample size

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.

65.3% P/A white students ELA higher than the statewide average of all students
All Student Groups Meet interim goal/ improvement target; All Student Group Meets 2033 Statewide Goal (72.4% proficient/advanced); Increase in performance from the previous year
73.5% advanced/ proficient math white students ; Increase in performance from pervious year; higher than the statewide average of all students
ED 55.3% advances/proficient math; increase from previous year; meets or exceeds interim target

Challenges

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

All Student Group Did Not Meet Interim Goal/Improvement Target - 62.9% Advanced/ Proficient (49.9% statewide ave) decrease in performance from previous year
ED 31.6% advanced/ proficient ELA; decrease in performance from previous year; less than statewide average of all students
SWD 37.5% advanced/ proficient ELA; decrease in performance from previous year; less than statewide average of all students
SWD 45.8% advances/proficient math; not meeting statewide interim goal

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA NWEA MAP	All Student Groups collectively Meets Interim Goal/Improvement Target; some sub-groups fall short (i.e. economically disadvantaged, students will disabilities)
ELA Growth Report	All Student Groups collectively Did Not Meet the Standard Demonstrating Growth
DIBELS	Student achievement and growth mirror that of most recent PSSA reports and PVAAS respectively for all students and subgroups; primary students rate of achievement and growth, although not measured by PSSA, follow the same pattern in terms of overall performance and growth levels from benchmark testing to final yearly testing
Firefly	Overall student achievement is statistically lower to that measured by the NWEA MAP in terms of achievement prediction. Since this is our first year with online PSSA testing, the goal for Firefly was more to practice the online testing tools and format, rather than use the exam as an indicator for future scores; the goal will shift next year to use Firefly as one of our benchmarking local assessments

English Language Arts Summary

Strengths

All Student Groups (collectively) Meet Interim Goal/Improvement Target (PSSA) NWEA MAP
Percent Advanced in ELA higher than state average
Increase in Performance from the Previous Year

Challenges

All Student Group Did Not Meet the Standard Demonstrating Growth NWEA and PVAAS
Percentage of Proficient and Advanced on ELA NWEA - Students with Disabilities
Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students
Meeting Annual Academic Growth Expectations in ELA - Students with Disabilities

Mathematics

Data	Comments/Notable Observations
Math NWEA MAP	All Student Groups collectively Meets Interim Goal/Improvement Target; some sub-groups fall short (i.e. economically disadvantaged, students will disabilities)
Math Growth Report	Student achievement and growth mirror that of most recent PSSA reports respectively for all students and subgroups; primary students rate of achievement and growth, although not measured by PSSA, follow the same pattern in terms of overall performance and growth levels from benchmark testing to final yearly testing
NWEA MAP Math	economically disadvantaged students met interim goals/ improvement targets, as well as demonstrated achievement improvements from previous year

Mathematics Summary

Strengths

Percentage of Proficient and Advanced on Math - all students NWEA MAP
Meeting Annual Academic Growth Expectations in Math - Economically Disadvantaged Students
Percent Advanced in Math higher than state average
Economically disadvantaged students met interim goals/ improvement targets, as well as demonstrated achievement improvements from previous year

Challenges

All Student Group Did Not Meet the Standard Demonstrating Growth NWEA MAP
Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year- Students with Disabilities

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
Science PSSA	All Student Groups collectively Exceeds Interim Goal/Improvement Target; Percent advanced exceeds state average
Science PVAAS	All Student Group Meets the Standard Demonstrating Growth

Science, Technology, and Engineering Education Summary

Strengths

All Student Group Meets 2033 Statewide Goal (PSSA)
All Student Group Meets the Standard Demonstrating Growth in Science
Percent Advanced in Science higher than state average

Challenges

None from previous assessments, STEELS standards - committee formed and will continue to meet and monitor implementation/ make recommendations

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark - College and Career Readiness Future Ready PA	All Student Group Exceeds Performance Standard (100%)

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 Student Group Exceeds Performance Standard (100%) - Career Standards Benchmark - College and Career Readiness Future Ready PA

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.

N/A

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
No EL student at South Buffalo Elementary	

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA ELA	Decrease in Performance from the Previous Year; Percentage of Proficient and Advanced short of goal/target
PSSA Math	Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year
NWEA MAP ELA	Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment; however a collective increase in achievement is noted
NWEA MAP Math	Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment; however a collective increase in achievement is noted

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA ELA	Not Meeting Interim Targets; Decrease in Performance from the Previous Year
PSSA Math	Meeting Interim Targets; Increase in Performance from the Previous Year
NWEA MAP ELA	Primary students' data indicate reaching established targeted RIT goals from initial benchmark to most recent assessment
NWEA MAP Math	Primary students' data indicate reaching established targeted RIT goals from initial benchmark to most recent assessment

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Student group (collectively) not meeting all interim goals/ Improvement targets in ELA and Math
Asian	Insufficient sample (not enough students for subgroup) - student counted within collective needs assessment
Black	Insufficient sample (not enough students for subgroup) - students counted within collective needs assessment
Hispanic	Insufficient sample (not enough students for subgroup) - students counted within collective needs assessment

White	Insufficient sample (not enough students for subgroup) - students counted within collective needs assessment

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.

Economically disadvantaged students -- Meets or Exceeds Interim Target Math PSSA Increase in performance from previous year
Collective increase in ELA achievement of primary aged students with disabilities
Economically disadvantaged primary students' data indicate reaching established targeted RIT goals from initial benchmark to most recent assessment -- NWEA MAP math
Economically disadvantaged primary students' data indicate reaching established targeted RIT goals from initial benchmark to most recent assessment -- NWEA MAP ELA
Collective increase in math achievement of primary aged students with disabilities

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.

Percentage of Proficient and Advanced short of goal/target ELA and math PSSA - Students with Disabilities
Percentage of Proficient and Advanced short of goal/target ELA PSSA - Economically Disadvantaged students
Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment ELA - Students with Disabilities
Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment Math - Students with Disabilities

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	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?

>

Align curricular materials and lesson plans to the PA Standards
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Identify and address individual student learning needs
Use multiple professional learning designs to support the learning needs of staff
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?

>

Operational, but need of system to monitor more effectively - Continue to fine-tune evidence-based system of schoolwide positive behavior interventions and supports
Continue to implement evidence-based strategies to engage families to support learning
Operational, but still fairly new PD model with professional learning mentors leading PLC groups established, which will need reviewed and evaluated on a yearly basis- Continue to monitor and evaluate the impact of professional learning on staff practices and student 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
65.3% P/A white students ELA higher than the statewide average of all students	False
All Student Groups Meet interim goal/ improvement target; All Student Group Meets 2033 Statewide Goal (72.4% proficient/advanced); Increase in performance from the previous year	False
73.5% advanced/ proficient math white students ; Increase in performance from pervious year; higher than the statewide average of all students	False
ED 55.3% advances/proficient math; increase from previous year; meets or exceeds interim target	True
SWD 45.8% advances/proficient math; increase from previous year	False
ED highest percentage of growth ELA of all subgroups with sufficient sample size	False
ED - math maintained the same performance from previous year	False
white students - math maintained the same performance from previous year	False
All Student Group Meets Performance Standard; 93.4 percent of students not chronically absent (statewide average - 79.6%)	True
93.4% - white student attendance meets or exceeds interim target; increase in performance from previous year	False
88.6% - ED attendance meets or exceeds interim target; increase in performance from previous year	False
SWD - attendance Meets or exceeds statewide goal; increase in performance from previous year	False
All Student Group Exceeds Performance Standard (Career Standards Benchmark) - 100%	False
white students - meets or exceeds statewide goal (career benchmark); maintained the same performance from previous years	False
All Student Groups (collectively) Meet Interim Goal/Improvement Target (PSSA) NWEA MAP	False
Percent Advanced in ELA higher than state average	False
Increase in Performance from the Previous Year	False
Percentage of Proficient and Advanced on Math - all students NWEA MAP	False
Meeting Annual Academic Growth Expectations in Math - Economically Disadvantaged Students	False
Percent Advanced in Math higher than state average	False
Economically disadvantaged students met interim goals/ improvement targets, as well as demonstrated achievement improvements from previous year	False
All Student Group Meets 2033 Statewide Goal (PSSA)	False
All Student Group Meets the Standard Demonstrating Growth in Science	False
Percent Advanced in Science higher than state average	False
All Student Group Exceeds Performance Standard (100%) - Career Standards Benchmark - College and Career Readiness Future Ready PA	False

Economically disadvantaged students -- Meets or Exceeds Interim Target Math PSSA Increase in performance from previous year	False
Collective increase in ELA achievement of primary aged students with disabilities	False
Economically disadvantaged primary students' data indicate reaching established targeted RIT goals from initial benchmark to most recent assessment -- NWEA MAP math	False
Economically disadvantaged primary students' data indicate reaching established targeted RIT goals from initial benchmark to most recent assessment -- NWEA MAP ELA	False
Collective increase in math achievement of primary aged students with disabilities	False
Align curricular materials and lesson plans to the PA Standards	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Identify and address individual student learning needs	False
Use multiple professional learning designs to support the learning needs of staff	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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
All Student Group Did Not Meet Interim Goal/Improvement Target - 62.9% Advanced/ Proficient (49.9% statewide ave) decrease in performance from previous year	True
ED 31.6% advanced/ proficient ELA; decrease in performance from previous year; less than statewide average of all students	False
SWD 37.5% advanced/ proficient ELA; decrease in performance from previous year; less than statewide average of all students	False
SWD 45.8% advances/proficient math; not meeting statewide interim goal	False
All Student Group Did Not Meet the Standard Demonstrating Growth (academic growth score 50, expectation was 70); state average growth score was 75.4.	True
50% - white students Not meeting statewide goal/ interim target ELA ; Decrease in performance from previous year	False
58% - ED Not meeting statewide goal/ interim target ELA ; Decrease in performance from previous year	False
All Student Group Did Not Meet the Standard Demonstrating Growth (academic growth score 50, expectation was 70); state average growth score was 74.9	False
50% - white students math not meeting statewide goal/ interim target	False
50% - ED math not meeting statewide goal/ interim target	False
ED - attendance only subgroup under 90%	False

All Student Group Did Not Meet the Standard Demonstrating Growth NWEA and PVAAS	False
Percentage of Proficient and Advanced on ELA NWEA - Students with Disabilities	False
Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students	False
Meeting Annual Academic Growth Expectations in ELA - Students with Disabilities	False
All Student Group Did Not Meet the Standard Demonstrating Growth NWEA MAP	False
Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year- Students with Disabilities	False
None from previous assessments, STEELS standards - committee formed and will continue to meet and monitor implementation/ make recommendations	False
N/A	False
Percentage of Proficient and Advanced short of goal/target ELA and math PSSA - Students with Disabilities	False
Percentage of Proficient and Advanced short of goal/target ELA PSSA - Economically Disadvantaged students	False
Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment ELA - Students with Disabilities	False
Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment Math - Students with Disabilities	False
Operational, but need of system to monitor more effectively - Continue to fine-tune evidence-based system of schoolwide positive behavior interventions and supports	True
Continue to implement evidence-based strategies to engage families to support learning	True
Operational, but still fairly new PD model with professional learning mentors leading PLC groups established, which will need reviewed and evaluated on a yearly basis- Continue to monitor and evaluate the impact of professional learning on staff practices and student learning	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.

Sub groups, especially students with disabilities, need improvement in both achievement and growth; overall PVAAS score improvement (growth in general however measured) continues to need addressed and prioritized; continued implementation and monitoring of SEL/MTSS to address social/ emotional/ behavioral and academic well-being; strategies to support home-school connection; monitoring and follow-through with professional learning strategies. As indicated above, in addition to students with disabilities, economically disadvantaged students, while showing marked growth, still demonstrate need for additional interventions via our comprehensive MTSS process and supports to improve academic achievement to meet state standards. As a school, we do no have enough racial/ ethnic minority students to constitute a subgroup. However, it is important to note that the small sample size of racial/ ethnic minority students that we do have are performing at similar measures of growth and achievement as their white peers. As a school, we do not have any students identified as EL students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
All Student Group Did Not Meet Interim Goal/Improvement Target - 62.9% Advanced/ Proficient (49.9% statewide ave) decrease in performance from previous year	Although achievement scores are lower than previous years, the MTSS system established has been effective in targeting improvements; the team feels this overall dip is not reflective of current practices	False
All Student Group Did Not Meet the Standard Demonstrating Growth (academic growth score 50, expectation was 70); state average growth score was 75.4.	PVASS scores continue to be a challenge and need addressed as a priority. Consecutive years in the "red" shows a disparity between are relatively high level of achievement and our lack of overall growth (especially in 5th grade)	True
Operational, but need of system to monitor more effectively - Continue to fine-tune evidence-based system of schoolwide positive behavior interventions and supports		True
Continue to implement evidence-based strategies to engage families to support learning		True
Operational, but still fairly new PD model with professional learning mentors leading PLC groups established, which will need reviewed and evaluated on a yearly basis- Continue to monitor and evaluate the impact of professional learning on staff practices and student learning		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
ED 55.3% advances/proficient math; increase from previous year; meets or exceeds interim target	Our targeted work in subgroups, such as economically disadvantaged students, have shown promise in an increase of scores
All Student Group Meets Performance Standard; 93.4 percent of students not chronically absent (statewide average - 79.6%)	The school has created an atmosphere of learning and fun where students want to come to school each day

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers will be provided with the necessary professional development to effectively utilize growth scores to design effective instructional strategies that target specific populations. The use of EdInsight to analyze student data will be a key component of this process, and used

	during MTSS meetings to target specific strategies aimed at improving all student growth, especially those most at risk, such as our economically disadvantaged students and students with disabilities.
	Responsive Classroom, along with revamped PBIS program, will be integrated and included as part of MTSS tier I strategies, and teachers will be provided with targeted professional development to ensure successful implementation of both Responsive Classroom and the PBIS system/ process. Monitoring to ensure equity between classrooms is vital for school-wide impact, and needs to be more consistent for follow-up and feedback to incur needed changes and progress.
	Best practice strategies for equipping families to provide support at home and in school will be refined and communicated to parents. This will include workshops on assisting parents with understanding academic reports, reading and math strategies to help with schoolwork at home, and a parent advisory group to target specific areas of parent need, as indicated through the needs assessment process.
	The system to monitor and evaluate the impact of 4 lenses of learning and PBIS will be refined, introduced to teachers, and employed by the building principal and teacher leaders (professional learning mentors). This monitoring system will allow for revision of practices as discussed through team and grade level meetings. Professional Learning Mentors will receive support from building principals to led change and implementation of STEELS and Structured Literacy practices, with the assistance from the Elementary Literacy Coach.

Goal Setting

Priority: Teachers will be provided with the necessary professional development to effectively utilize growth scores to design effective instructional strategies that target specific populations. The use of EdInsight to analyze student data will be a key component of this process, and used during MTSS meetings to target specific strategies aimed at improving all student growth, especially those most at risk, such as our economically disadvantaged students and students with disabilities.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By May 2027, grade-level teachers will collaboratively design and implement at least two cycles of targeted instructional plans aligned to research-based practices. Success will be measured by a minimum of 70% of students meeting or exceeding projected growth targets on the NWEA MAP assessment and demonstrated growth in PVAAS value-added reports compared to the prior year.			
Measurable Goal Nickname (35 Character Max)			
Academic Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of grade-level teams will identify priority standards and analyze prior year NWEA MAP and PVAAS data to determine student growth needs. Each team will design at least one targeted instructional plan using research-based practices. Baseline MAP data (fall administration) will be collected and used as a reference point.	Grade-level teams will implement at least one instructional cycle with fidelity. 100% of teams will conduct interim progress monitoring (using classroom-based data, formative assessments, or winter MAP). At least 55% of students will demonstrate progress toward projected growth targets on winter MAP compared to fall baseline.	Grade-level teams will collaboratively review winter MAP and progress-monitoring results to refine instructional strategies. Each team will design and begin implementation of a second targeted instructional plan. At least 60% of students will be on track toward meeting projected MAP growth targets based on interim data.	Grade-level teams will complete two cycles of targeted instructional planning and implementation. Spring MAP results will be analyzed, and teams will reflect on instructional practices and outcomes. At least 70% of students will meet or exceed projected growth targets on spring NWEA MAP, with corresponding positive growth indicated on PVAAS reports.

Priority: Responsive Classroom, along with revamped PBIS program, will be integrated and included as part of MTSS tier I strategies, and teachers will be provided with targeted professional development to ensure successful implementation of both Responsive Classroom and the PBIS system/ process. Monitoring to ensure equity between classrooms is vital for school-wide impact, and needs to be more consistent for follow-up and feedback to incur needed changes and progress.

Outcome Category
Social emotional learning
Measurable Goal Statement (Smart Goal)

By May 2027, Responsive Classroom and the revamped PBIS program will be fully integrated as Tier I MTSS strategies across all grade levels. 100% of teachers will implement both programs with fidelity as measured by the district's refined monitoring tool. PBIS committee quarterly reviews will show consistent, equitable practices across classrooms, with documented adjustments made as needed.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Monitoring tool revised, piloted, and finalized for use across grade levels. 100% of teachers participate in targeted professional development sessions on Responsive Classroom + PBIS integration. PBIS committee conducts baseline review of implementation and provides initial recommendations.	At least 75% of teachers demonstrate evidence of integrating all Responsive Classroom strategies with PBIS Tier I expectations (as measured by the monitoring tool). PBIS committee conducts quarterly review, documents implementation progress, and provides adjustment recommendations. At least one coaching session or follow-up PD provided for identified needs.	At least 90% of teachers demonstrate consistent implementation of all Responsive Classroom + PBIS Tier I strategies with fidelity. PBIS committee review shows improved uniformity across grade levels, with equity indicators addressed. Additional support provided to ensure consistency in classrooms still developing implementation practices.	100% of teachers implement all Responsive Classroom + PBIS Tier I strategies with fidelity as measured by the monitoring tool. PBIS committee review confirms equitable implementation across grade levels and classrooms. End-of-year committee recommendations used to inform next year's professional development and Tier I adjustments.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
By May 2027, the school counselor, in coordination with the building principal, will fully revise Tier I SEL grade-level standards, monthly themes, and skills, and deliver aligned classroom lessons to 100% of students. MTSS team reviews will result in the identification and implementation of Tier II SEL groups, with at least 80% of referred students demonstrating progress toward individualized SEL goals by the end of the year.			
Measurable Goal Nickname (35 Character Max)			
SEL Themes, Lessons, and Tier II groups			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Tier I SEL grade-level standards, monthly themes, and skill progressions drafted and finalized. At least 1–2 classroom lessons per grade level delivered, aligned to revised standards. Initial MTSS meetings held to review fall student SEL data and identify baseline Tier II needs.	Monthly SEL themes and skills explicitly taught in all classrooms with documented lesson delivery. 100% of grade levels have received Tier I SEL instruction from the counselor. MTSS meetings result in the creation of Tier II SEL groups, with progress-monitoring tools developed for referred students.	Tier I SEL lessons continue monthly, aligned with established themes and skills, reaching 100% of classrooms. At least 70% of Tier II students demonstrate progress on SEL skills as measured by counselor progress-monitoring tools or teacher feedback. MTSS teams review data to refine Tier II supports and adjust group membership as needed.	All Tier I SEL lessons (monthly themes and skills) delivered across all grade levels. Tier II SEL groups completed with progress documented for each student. At least 80% of Tier II students show measurable SEL growth compared to baseline data. Final MTSS review conducted to evaluate Tier I and Tier II effectiveness and inform adjustments for the following school year.

Priority: Best practice strategies for equipping families to provide support at home and in school will be refined and communicated to parents. This will include workshops on assisting parents with understanding academic reports, reading and math strategies to help with schoolwork at home, and a parent advisory group to target specific areas of parent need, as indicated through the needs assessment process.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By May 2027, at least 75% of parents will participate in at least one school-provided program, workshop, discussion session, or resource designed to strengthen the home–school partnership in support of student learning. Parent feedback surveys will show at least 80% satisfaction with offerings, and staff professional development will be aligned to reinforce shared strategies between home and school.			
Measurable Goal Nickname (35 Character Max)			
Family Engagement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Parent and Staff Needs Assessment data analyzed to prioritize workshop/program topics. Calendar of parent engagement opportunities developed for the year (aligned with teacher PD). Communication plan launched to inform families about upcoming offerings. Baseline parent participation rate established (from prior year or survey).	At least 25% of parents participate in one program, workshop, discussion session, or resource by the end of Q2. First cycle of teacher PD delivered, aligned with parent offerings (e.g., literacy strategies, SEL supports). Mid-year parent feedback survey distributed, with at least 70% reporting satisfaction.	Cumulative parent participation increases to at least 50% of families engaged in at least one offering. At least one coordinated parent–teacher session (e.g., family literacy night, SEL strategies at home) held to align school/home practices. PD for staff incorporates parent feedback themes to strengthen alignment.	At least 75% of parents participate in at least one program, workshop, discussion session, or resource. Parent satisfaction survey shows at least 80% satisfaction with offerings and perceived value in supporting student learning. Teacher PD cycle completed with direct ties to parent engagement initiatives. End-of-year reflection used to plan for expanded offerings in 2027–28.

Priority: The system to monitor and evaluate the impact of 4 lenses of learning and PBIS will be refined, introduced to teachers, and employed by the building principal and teacher leaders (professional learning mentors). This monitoring system will allow for revision of practices as discussed through team and grade level meetings. Professional Learning Mentors will receive support from building principals to led change and implementation of STEELS and Structured Literacy practices, with the assistance from the Elementary Literacy Coach.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)

By May 2027, the revamped Four Lenses of Learning program will be implemented with 100% fidelity across all classrooms as measured by the district's monitoring tool. An end-of-year evaluation will demonstrate program effectiveness, with at least 75% of students showing growth in targeted learning outcomes aligned to the Four Lenses framework.			
Measurable Goal Nickname (35 Character Max)			
Four Lenses of Learning			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Fidelity monitoring tool finalized and shared with staff. Baseline walkthroughs/observations conducted in 100% of classrooms to establish fidelity levels. Student baseline data collected on targeted learning outcomes connected to the Four Lenses.	At least 75% of classrooms demonstrate consistent use of Four Lenses strategies with fidelity. Feedback and coaching provided to teachers based on monitoring results. Mid-year student data collected to assess initial progress, with at least 40% of students demonstrating growth toward learning outcomes.	At least 85% of classrooms demonstrate implementation fidelity of the Four Lenses program. Monitoring data reviewed during staff meetings, and targeted PD provided where gaps remain. Student progress-monitoring shows at least 60% of students demonstrating growth.	100% of classrooms implement the Four Lenses program with fidelity. End-of-year evaluation completed, analyzing both teacher fidelity and student outcomes. At least 75% of students demonstrate measurable growth in learning outcomes aligned to the Four Lenses. Evaluation findings used to inform 2027–28 instructional planning and PD needs.

Outcome Category			
Essential Practices 2: Empower Leadership			
Measurable Goal Statement (Smart Goal)			
By May 2027, the building principal will provide ongoing professional development and support to Professional Learning Mentors (PLMs), resulting in 100% of staff implementing STEELS standards and revamped Structured Literacy/Science of Reading practices with fidelity, as measured by walkthroughs, PLM feedback logs, and coaching records.			
Measurable Goal Nickname (35 Character Max)			
PLM/ STEELS/ Structured Literacy			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Principal delivers initial PD sessions to PLMs focused on STEELS standards and Structured Literacy integration. PLMs collaborate with the technology teacher and literacy coach to create implementation guides and peer-support plans. Baseline teacher data collected on current implementation levels of STEELS and Structured Literacy practices.	PLMs lead at least one professional learning activity (e.g., grade-level meeting, PLC session) supporting staff in STEELS and Structured Literacy. Walkthrough data shows at least 70% of classrooms demonstrating initial implementation of targeted practices. PLMs meet monthly with the principal, technology teacher, and literacy coach to review progress and identify additional staff support needs.	PLMs facilitate additional learning sessions, with evidence of staff collaboration and peer support. Walkthroughs and PLM feedback logs show at least 85% of classrooms consistently applying STEELS standards and Structured Literacy practices. Literacy coach provides targeted instructional support to staff identified as needing additional assistance.	100% of staff consistently implement STEELS standards and Structured Literacy/Science of Reading practices with fidelity. Walkthroughs, PLM logs, and coaching records confirm staff integration of practices. End-of-year evaluation completed by principal and PLMs to determine effectiveness and identify priorities for 2027–28.

Action Plan

Measurable Goals

Academic Growth	PBIS
SEL Themes, Lessons, and Tier II groups	Family Engagement
Four Lenses of Learning	PLM/ STEELS/ Structured Literacy

Action Plan For: Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.

Measurable Goals:
• By May 2027, grade-level teachers will collaboratively design and implement at least two cycles of targeted instructional plans aligned to research-based practices. Success will be measured by a minimum of 70% of students meeting or exceeding projected growth targets on the NWEA MAP assessment and demonstrated growth in PVAAS value-added reports compared to the prior year.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Building Principal will lead the teachers in a review of the data; This will take place initially during our first data team meeting in early August, followed by data team meetings occurring after each administration of the NWEA MAP/ IXL diagnostic assessment, as well as during our cycled MTSS meetings.		2026-08-20	2026-09-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
https://www.frcpp.pa.gov/Go/ActionPlan/104039#:~:text=Jeffrey%20S.%20Lesko%2C%20Principal%3B%20Bobbi%20Rupp%2C%20RtII%20Coordinator%2C%20Data%20Team%20members	PNWEA MAP, IXL Diagnostic, PVAAS reports, benchmark assessments, data dashboards	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Utilize MTSS process and develop flexible instructional groups to address the specific instructional needs of individual and groups of students. The flexible instructional groups will be fluid in that data analysis will be continually addressed through cycled MTSS meetings resulting in adjustment of both groups and targeted instructional strategies to meet specific student academic needs. In addition to tier II and III groupings and strategies, every MTSS meeting will include tier I core instructional review to ensure that all students are receiving prescribed curricular instruction aligned to standards. Tier I instructional strategies will also be analyzed and modified based on student data.		2026-11-02	2027-05-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
effrey Lesko, Principal; Bobbi Rupp, RtII Specialist, Grade Level MTSS Leads	PowerSchool/ EdInsight, Data analysis protocols, meeting templates, student work samples	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement & Monitor Instructional/Program Adjustments		2026-11-02	2027-05-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey S. Lesko, Principal,; Bobbi Rupp, RtII Coordinator; Grade level MTSS leads	Intervention resources, building level funds, walkthrough tools	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Comprehensive review and documentation of NWEA MAP/ IXL Diagnostic, and other student growth data at the start of the year and after each testing cycle. Flexible instructional groups created and adjusted regularly to address identified student needs at Tiers I, II, and III. Tier I instructional practices reviewed and refined to ensure alignment with standards and responsiveness to student performance data. Targeted instructional/program adjustments implemented consistently across grade levels, with records of interventions, strategies, and supports provided.	Implementation will be monitored through ongoing collaboration between the principal, MTSS team, grade-level teachers, and instructional support staff. Monitoring will occur quarterly and after each assessment cycle using the following: Data Team Meetings: Facilitated by the principal, reviewing NWEA MAP, PVAAS, and other assessment results to track student progress and instructional impact. MTSS Meetings: Documentation of grouping decisions, instructional adjustments, and tiered interventions. Records will demonstrate fluidity of groups and responsiveness to data. Walkthrough Observations: Conducted by the principal to ensure fidelity of Tier I core instruction and implementation of tiered strategies. Student Progress Monitoring Tools: Progress charts, intervention logs, and fidelity checklists to track adjustments and effectiveness. Quarterly Reports: Compiled by the principal and MTSS team to summarize student progress, instructional modifications, and next steps, shared with leadership and staff.

Action Plan For: ntegration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)

Measurable Goals:

- By May 2027, Responsive Classroom and the revamped PBIS program will be fully integrated as Tier I MTSS strategies across all grade levels. 100% of teachers will implement both programs with fidelity as measured by the district's refined monitoring tool. PBIS committee quarterly reviews will show consistent, equitable practices across classrooms, with documented adjustments made as needed.
- By May 2027, the school counselor, in coordination with the building principal, will fully revise Tier I SEL grade-level standards, monthly themes, and skills, and deliver aligned classroom lessons to 100% of students. MTSS team reviews will result in the identification and implementation of Tier II SEL groups, with at least 80% of referred students demonstrating progress toward individualized SEL goals by the end of the year.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Analyze previous responsive classroom and PBIS integration strategies; schoolwide and grade level PBIS kick-off		2026-08-17	2026-10-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey Lesko, Principal; Brianna Boerio , Counselor, Professional Learning Mentors	Responsive Classroom and PBIS program curriculum; review and selection committee to develop action plan of integration	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Development of integration strategies for Responsive Classroom and PBIS program.		2026-10-26	2026-11-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey Lesko, Principal; Brianna Boerio , Counselor, Professional Learning Mentors	Responsive Classroom and PBIS program curriculum; review and selection committee to develop action plan of integration	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Professional Development sessions during MTSS team meetings to train staff; implementation action plans developed		2027-01-11	2027-03-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey Lesko, Principal; Brianna Boerio, Counselor; Professional Learning Mentors	Professional Learning Mentors, Master schedule supports; of federal funds, as detailed in E-Grants, used to support salary and benefits of counselor and Federal Programs Coordinator/ building principal as part of the training process	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Professional Development sessions during MTSS team meetings to train staff; implementation action plans developed		2027-03-22	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Jeffrey Lesko, Principal; Brianna Boerio, Counselor; Professional Learning Mentors	Blended Responsive Classroom/ PBIS Action Plans	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Documented review of prior Responsive Classroom and PBIS integration efforts with strengths and gaps identified. A clearly defined set of integrated Tier I SEL strategies that align Responsive Classroom with PBIS expectations. Staff implementation action plans developed and aligned to grade-level and schoolwide priorities. Professional development delivered during MTSS meetings, with evidence of increased teacher knowledge and confidence in applying integrated SEL practices. Schoolwide and grade-level PBIS kick-off events held, reinforcing consistent expectations for students and staff.	The principal, MTSS teams, and PBIS committee will serve as the lead monitoring bodies. Monitoring will occur quarterly through: Walkthrough observations by the principal and counselor using a fidelity checklist to document staff implementation of Responsive Classroom and PBIS strategies. Review of discipline referral data and SEL survey data by the PBIS committee to assess impact on school climate and student outcomes. Documentation from MTSS meetings, including training attendance, action plan development, and staff feedback. Progress reports presented to grade-level teams each quarter, with adjustments made in real time to ensure fidelity and equity across classrooms.

Action Plan For: Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.

Measurable Goals:
• By May 2027, the school counselor, in coordination with the building principal, will fully revise Tier I SEL grade-level standards, monthly themes, and skills, and deliver aligned classroom lessons to 100% of students. MTSS team reviews will result in the identification and implementation of Tier II SEL groups, with at least 80% of referred students demonstrating progress toward individualized SEL goals by the end of the year.

Action Step		Anticipated Start Date	Anticipated Completion Date
Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level, and school-wide meetings; establishment of student leadership team		2026-08-03	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Brianna Boerio, Counselor; Jeffrey Lesko, Building Principal	developed SEL themes, developed classroom counselor lessons, materials crafted by the student leadership team	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement themes, classroom counselor lessons, meeting of student leadership team, as part of an ambassador and mentoring program.		2026-10-05	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Brianna Boerio, Counselor; Jeffrey Lesko, Building Principal	developed SEL themes, developed classroom counselor lessons, materials crafted by the student leadership team	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop SEL Themes, lessons, and student ambassador evaluation surveys.		2027-04-12	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Brianna Boerio, Counselor; Jeffrey Lesko, Building Principal	Surveys	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Complete all monthly themes and skills, classroom lessons, distribute and collect end-of-year survey, begin to review results		2027-05-10	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Brianna Boerio, Counselor; Jeffrey Lesko, Building Principal	Survey Results	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create Tier II SEL groups based upon data collected from tier I themed lessons, classroom observations, MTSS meetings, and referrals to meet student needs.		2026-08-24	2027-05-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Brianna Boerio, Counselor; Jeffrey Lesko, Building Principal	data collected from classroom observations, referrals, and MTSS meetings	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Development of clearly defined SEL standards, skills, and monthly themes aligned to Tier I curriculum. Schoolwide rollout of SEL monthly themes through classroom lessons, grade-level meetings, and assemblies. Establishment and operation of a student leadership/ambassador team to support mentoring and SEL initiatives. Counselor-led SEL classroom lessons consistently delivered across all grade levels. Creation and use of student ambassador evaluation surveys and end-of-year SEL student surveys to capture impact and feedback. Completion of all SEL monthly lessons, student leadership activities, and ambassador programming. Formation of Tier II SEL groups based on data from Tier I lessons, classroom observations, MTSS meetings, and referrals to address targeted student needs.	Implementation will be monitored by the building principal, school counselor, and MTSS/SEL team using multiple data sources: Monthly Monitoring: Review of SEL lesson implementation logs, leadership team meeting notes, and documentation of ambassador/mentoring activities. Tier II SEL Data: Identification and monitoring of students placed in Tier II SEL groups, with progress checks recorded during MTSS meetings. Student Feedback: Mid-year and end-of-year surveys evaluating student perceptions of SEL lessons, themes, leadership opportunities, and mentoring support. Committee Reviews: Quarterly reviews by the MTSS/SEL committee of implementation progress, fidelity to standards/themes, survey results, and Tier II intervention effectiveness. End-of-Year Review: Analysis of SEL survey data, Tier II group

	progress reports, student participation logs, and qualitative feedback to refine SEL standards, themes, and practices for the following year.

Action Plan For: Parent Engagement to strengthen home/school partnership to increase student achievement and social growth

Measurable Goals:
• By May 2027, at least 75% of parents will participate in at least one school-provided program, workshop, discussion session, or resource designed to strengthen the home–school partnership in support of student learning. Parent feedback surveys will show at least 80% satisfaction with offerings, and staff professional development will be aligned to reinforce shared strategies between home and school.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review parent and staff needs assessment with staff and committee, plan programs, workshops, and gather resources.		2026-06-08	2026-08-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey Lesko, Principal	Parent and staff needs assessments	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop, Cultural Awareness, SEL, Internet Safety, Professional Learning Groups, Communicating with Parents, Differentiation of Instruction, STEM Night, STEELS for parents, Structured Literacy workshop		2026-08-03	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey Lesko, Building Principal	Professional Staff, Parent Advisory Committee, local pediatrician's office, Educational consultants	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Comprehensive review of the Parent and Staff Needs Assessment with input from faculty and committees. Development of a calendar of parent-focused workshops, sessions, and resources aligned to identified needs. Delivery of multiple high-quality parent engagement events and trainings, including literacy, transition, technology, safety, SEL, and academic	Implementation will be monitored by the building principal, and Title I committee using the following routines: Pre-Implementation: Needs assessment results and staff/committee planning documentation reviewed to confirm alignment of programs to identified needs. Ongoing Monitoring: Collection of attendance logs, sign-in sheets, agendas, and presentation materials from each

content workshops. Increased parent participation and engagement in school programs, as tracked by attendance logs and feedback surveys. Distribution of parent resources (print, digital, and community connections) to support learning at home.	parent program/workshop. Feedback Data: Distribution and analysis of parent feedback surveys after each session to measure satisfaction, learning outcomes, and future needs. Quarterly Review: The Title I committee and principal will review participation data, survey results, and resource distribution to ensure programming fidelity and relevance. End-of-Year Review: Comprehensive analysis of parent participation rates, workshop impact survey results, and staff reflections to make recommendations for improving and expanding parent-school partnership programs in the following year.

Action Plan For: Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens

Measurable Goals:
• By May 2027, the revamped Four Lenses of Learning program will be implemented with 100% fidelity across all classrooms as measured by the district's monitoring tool. An end-of-year evaluation will demonstrate program effectiveness, with at least 75% of students showing growth in targeted learning outcomes aligned to the Four Lenses framework.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review of Four Lenses of Learning with professional staff; discuss implementation successes and challenges thus far		2026-08-17	2026-08-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey Lesko, Building Principal, Professional Learning Mentors	Schoology, lesson examples, Observational notes, end of 25-26 school year 4 lenses teacher survey	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions		2026-08-24	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey Lesko, Building Principal, Professional Learning Mentors	Observational notes, PLC and MTSS agendas and notes	Yes	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Review of informal and formal measures of student learning; connections/ impact to 4 lenses will be analyzed	2027-05-03	2027-05-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jeffrey Lesko, Building Principal, Professional Learning Mentors	Observational notes, PLC and MTSS agendas and notes, NWEA MAP/ IXL assessment results	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Professional staff engaged in review of Four Lenses of Learning framework, including successes and challenges from prior implementation. Consistent monitoring of Four Lenses practices through walkthroughs, formal observations, lesson plan reviews, and PLC discussions. Evidence of teacher use of Four Lenses strategies documented in instructional practices and planning artifacts. Analysis of student learning outcomes connected to Four Lenses implementation, with identified patterns of impact on achievement and engagement.	Implementation will be monitored by the building principal, PLC leaders, through the following routines: Walkthroughs & Observations: Conducted regularly by the principal and PLC leaders to document fidelity of Four Lenses implementation in classrooms. Lesson Plan & PLC Reviews: Lesson plans and PLC discussions examined for alignment with the Four Lenses framework, with feedback provided to staff. Student Learning Data: Formal and informal measures of student performance analyzed by teachers and leadership, with explicit connections to Four Lenses practices. Quarterly Progress Checks: Leadership team compiles observation data, PLC notes, and student performance analyses to track implementation progress and impact. End-of-Year Review: A final report synthesizing staff reflections, walkthrough/observation data, and student learning outcomes will be used to refine Four Lenses implementation strategies for the following school year.

Action Plan For: The building principal will provide PD and support to the building's Professional Learning Mentors (PLMs) during established PLM meetings, and other scheduled sessions as needed.

Measurable Goals:
• By May 2027, the building principal will provide ongoing professional development and support to Professional Learning Mentors (PLMs), resulting in 100% of staff implementing STEELS standards and revamped Structured Literacy/Science of Reading practices with fidelity, as measured by walkthroughs, PLM feedback logs, and coaching records.

Action Step		Anticipated Start Date	Anticipated Completion Date
The building principal will provide PD and support to the building's Professional Learning Mentors (PLMs) during established PLM meetings, and other scheduled sessions as needed.		2026-08-17	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey S. Lesko, building principal; Austyn Hartung, Literacy Coach	STEELS materials, Structured Literacy Materials	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
PLMs will assist grade level teams with implementation of STEELS standards and Structured Literacy implementation with support from the building principal, technology teacher, and literacy coach.		2026-09-07	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey S. Lesko, building principal; Professional Learning Mentors; Technology teacher. Literacy Coach	Scheduled time for PLMs to meet with grade level teams, substitutes for PLM peer-observations, Structured Literacy programming resources, Literacy Coaching session materials	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Building principal will conduct formal and informal observations, as well as conduct discussions during MTSS meetings (Tier I academic portion) to monitor implementation and provide assistance as needed.		2026-10-05	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jeffrey S. Lesko, building principal	walk through and formal observation forms	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Professional Learning Mentors (PLMs) provided with targeted PD and ongoing support from the building principal. PLMs actively supporting grade-level teams with STEELS standards integration and Structured Literacy implementation, in collaboration with the technology teacher and literacy coach. Evidence of implementation of STEELS and Structured Literacy practices observed in lesson plans, instructional delivery, and collaborative planning sessions. Documentation of implementation progress and staff support needs from MTSS discussions, observations, and PLM meetings.	Implementation will be monitored by the building principal, PLMs, literacy coach, and technology teacher using the following processes: PLM Meetings: Regular review of mentor supports, feedback from teachers, and progress toward STEELS and Structured Literacy implementation. Observations: Ongoing formal and informal classroom observations conducted by the principal to monitor fidelity of instructional practices. MTSS Meetings: Tier I academic discussions used to assess implementation progress, identify support needs, and document adjustments. Quarterly Reviews: Compilation of data from observations, PLM reports, and MTSS meeting notes to evaluate instructional shifts and teacher implementation fidelity. End-of-Year Review: Leadership team synthesizes observation data, PLM feedback, and student outcomes to determine impact of STEELS and Structured Literacy integration, with recommendations for continued support.

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	• Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations. • Parent Engagement to strengthen home/school partnership to increase student achievement and social growth • Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens • The building principal will provide PD and support to the building's	Expenditure represents a percentage of the salaries of an RtII specialist, guidance counselor, technology teacher, and reading specialist as aligned with services based upon the goals of the schoolwide Title I plan.	97861.00	

	Professional Learning Mentors (PLMs) during established PLM meetings, and other scheduled sessions as needed.			
Instruction	• Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations. • Parent Engagement to strengthen home/school partnership to increase student achievement and social growth • Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens • The building principal will provide PD and support to the building's Professional Learning Mentors (PLMs) during established PLM meetings, and	Expenditure represents a percentage of the benefits of an RtII specialist, guidance counselor, technology teacher, and reading specialist as aligned with services based upon the goals of the schoolwide Title I plan.	56400.00	

	other scheduled sessions as needed.			
Total Expenditures				154261

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.	Utilize MTSS process and develop flexible instructional groups to address the specific instructional needs of individual and groups of students. The flexible instructional groups will be fluid in that data analysis will be continually addressed through cycled MTSS meetings resulting in adjustment of both groups and targeted instructional strategies to meet specific student academic needs. In addition to tier II and III groupings and strategies, every MTSS meeting will include tier I core instructional review to ensure that all students are receiving prescribed curricular instruction aligned to standards. Tier I instructional strategies will also be analyzed and modified based on student data.
Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.	Implement & Monitor Instructional/Program Adjustments
ntegration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)	Professional Development sessions during MTSS team meetings to train staff; implementation action plans developed
Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.	Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level, and school-wide meetings; establishment of student leadership team
Parent Engagement to strengthen home/school partnership to increase student achievement and social growth	Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop, Cultural Awareness, SEL, Internet Safety, Professional Learning Groups, Communicating with Parents, Differentiation of Instruction, STEM Night, STEELS for parents, Structured Literacy workshop
Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens	Review of Four Lenses of Learning with professional staff; discuss implementation successes and challenges thus far
Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens	Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions
The building principal will provide PD and support to the building's Professional Learning Mentors (PLMs) during	The building principal will provide PD and support to the building's Professional Learning Mentors (PLMs) during established PLM meetings, and other scheduled sessions as needed.

established PLM meetings, and other scheduled sessions as needed.	
The building principal will provide PD and support to the building's Professional Learning Mentors (PLMs) during established PLM meetings, and other scheduled sessions as needed.	PLMs will assist grade level teams with implementation of STEELS standards and Structured Literacy implementation with support from the building principal, technology teacher, and literacy coach.

Review of student growth data

Action Step		
• Utilize MTSS process and develop flexible instructional groups to address the specific instructional needs of individual and groups of students. The flexible instructional groups will be fluid in that data analysis will be continually addressed through cycled MTSS meetings resulting in adjustment of both groups and targeted instructional strategies to meet specific student academic needs. In addition to tier II and III groupings and strategies, every MTSS meeting will include tier I core instructional review to ensure that all students are receiving prescribed curricular instruction aligned to standards. Tier I instructional strategies will also be analyzed and modified based on student data.		
Audience		
Grade level classroom teachers		
Topics to be Included		
Understanding growth data reports, using reports to design instructional interventions		
Evidence of Learning		
Discussion points, summary of learning reports, developed instructional intervention plans		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Jeffrey Lesko, Principal	2026-08-03	2026-08-28

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Summer sessions
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Integration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)

Action Step
• Professional Development sessions during MTSS team meetings to train staff; implementation action plans developed

Audience		
Professional instructional staff		
Topics to be Included		
Responsive Classroom, Identified PBIS curriculum/ program, effective classroom and school-wide implementation		
Evidence of Learning		
Discussion points, summary of learning reports, initial development of grade level action plans, observational classroom, student outcomes		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Jeffrey Lesko, Principal; Brianna Boerio, Counselor, Professional Learning Mentors	2026-08-17	2026-09-18

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	cycle sessions per grade level; Faculty meetings, building in-service
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.

Action Step		
• Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level, and school-wide meetings; establishment of student leadership team		
Audience		
Professional instructional staff; students		
Topics to be Included		
SEL Standards, SEL skills, SEL themes, SEL lessons		
Evidence of Learning		
anecdotal teacher, counselor, and principal observation notes; staff and student surveys, reduction in discipline referrals		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Brianna Boerio, Counselor; Jeffrey Lesko, Building Principal	2026-08-17	2026-09-25

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	cycle sessions per grade level; Faculty meetings, building in-service
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students	

• 1c: Setting Instructional Outcomes • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Parent Engagement to strengthen home/school partnership to increase student achievement and social growth

Action Step		
• Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop, Cultural Awareness, SEL, Internet Safety, Professional Learning Groups, Communicating with Parents, Differentiation of Instruction, STEM Night, STEELS for parents, Structured Literacy workshop		
Audience		
Professional Instructional staff, parents		
Topics to be Included		
Designing effective parent programs to assist their children at home, improvement of parent-school communication and partnerships, parent-led professional development of teachers		
Evidence of Learning		
Survey results, discussion point, reflection summaries		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Jeffrey Lesko, Principal; Parent Advisory Committee	2026-09-01	2027-05-21

Learning Format

Type of Activities	**Frequency**
Workshop(s)	bi-weekly/ monthly
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 4c: Communicating with Families • 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens

Action Step

• Review of Four Lenses of Learning with professional staff; discuss implementation successes and challenges thus far • Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions
Audience
Professional instructional staff
Topics to be Included
Development of instructional strategies that support the 4 lenses of learning model
Evidence of Learning
observed instructional practices in the classroom; grade level action plans; student achievement

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Jeffrey Lesko, Principal; Bob Harris, Director of Technology and Innovation/ Instructional Coach ; Professional Learning Mentors	2026-08-24	2027-05-21

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	per grade level rotation cycle
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

The building principal will provide PD and support to the building's Professional Learning Mentors (PLMs) to facilitate and lead the staff in implementation of STEELS standards and Structured Literacy/ Science of Reading instruction.

Action Step
• The building principal will provide PD and support to the building's Professional Learning Mentors (PLMs) during established PLM meetings, and other scheduled sessions as needed.
Audience
Professional Learning Mentors (PLMs)
Topics to be Included
STEELS standards and implementation, Structured Literacy implementation

Evidence of Learning		
PD sessions conducted by PLMs during PLC time; classroom observations/ walkthroughs		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Jeffrey S. Lesko, Building Principal; Jessica Queck, Technology Teacher; Austyn Hartung, Literacy Coach	2026-08-10	2027-05-14

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	per grade level rotation cycle; monthly meetings, TBD scheduled classroom visitations/ peer observations
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Jeffrey S. Lesko	2026-10-14
School Improvement Facilitator Signature	**Date**