East Bradford El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
East Bradford El Sch		124159002
Address 1		
820 Frank Rd		
Address 2		
City	**State**	**Zip Code**
West Chester	PA	19380
Chief School Administrator		**Chief School Administrator Email**
Dr David Christopher		dchristopher@wcasd.net
Principal Name		
Christopher Alston		
Principal Email		
calston@wcasd.net		
Principal Phone Number		**Principal Extension**
4842662100		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Christopher Alston	Principal	West Chester Area School District	calston@wcasd.net
Diana Dunn	Education Specialist	West Chester Area School District	ddunn@wcasd,net
Jessica Payne	Education Specialist	West Chester Area School District	jpayne@wcasd.net
Elizabeth Polchin	Education Specialist	West Chester Area School District	epolchin@wcasd.net
Paulette Tykwinski	Education Specialist	West Chester Area School District	ptykwinski@wcasd.net
Gayle Meisenhelter	Education Specialist	West Chester Area School District	gmeisenhelter@wcasd.net
Jennifer Johnson	Education Specialist	West Chester Area School District	jjohnson1@wcasd.net
Beth Zigmont	District Level Leaders	West Chester Area School District	bzigment@wcasd.net
Erin Fiorentino	Community Member	West Chester Area School District	erinbfiorntino@gmail.com
Harry Mercurio	Teacher	West Chester Area School District	hmercurio@wcasd.net
Nicole Gallagher	Parent	West Chester Area School District	washka.nicole@gmail.com

Vision for Learning

Vision for Learning

We will educate and inspire students to achieve their personal best.

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

71% of all students were proficient or advanced on the ELA PSSA

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

Strengths

ESSA Student Subgroups	Indicator
White	75% of white all students were proficient or advanced on the ELA PSSA

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	33% of ED students were proficient or advanced on the ELA PSSA
Students with Disabilities	15% of SWD were proficient or advanced on the ELA PSSA
Combined Ethnicity	50% of Combined Ethnicity students were proficient or advanced on the ELA PSSA

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

72% of all students were proficient or advanced on the Math PSSA

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

Strengths

ESSA Student Subgroups	Indicator
White	80% of white students were proficient or advanced on the ELA PSSA

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	26% of ED students were proficient or advanced on the ELA PSSA
Students with Disabilities	23% of SWD were proficient or advanced on the ELA PSSA
Combined Ethnicity	42% of Combined Ethnicity students were proficient or advanced on the ELA PSSA

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

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

Comments/Notable Observations

The all student group had a growth rate of 100 on the ELA PSSA

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

Strengths

ESSA Student Subgroups	Indicator
White	White student group had a growth rate of 100 on the ELA PSSA

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The rest of the student group populations were too small to observe.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

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

Comments/Notable Observations

The all student group had a growth rate of 100 on the Math PSSA

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

Strengths

ESSA Student Subgroups	Indicator
White	The white student group had a growth rate of 97 on the Math PSSA

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The rest of the student group populations were too small to observe.

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

The all student group had a regular attendance rate of 94%

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

Strengths

ESSA Student Subgroups	Indicator
White	The white student group had a regular attendance rate of 96%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	This student group had a regular attendance rate below 90% and was trending down from previous years.
Multi-Racial (not Hispanic)	This student group had a regular attendance rate below 90% and was trending down from previous years.
Students with Disabilities	This student group had a regular attendance rate below 90% and was trending down from previous years.
Combined Ethnicity	This student group had a regular attendance rate below 90% and was trending down from previous years.

Career Standards Benchmark

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

Comments/Notable Observations

100% of students completed their career benchmark standards

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

Strengths

ESSA Student Subgroups	Indicator
White	100% of students completed their career benchmark standards

Challenges

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	No Challenges, all students completed their benchmark

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

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

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.

72% of all students were proficient or advanced on the Math PSSA
80% of white students were proficient or advanced on the ELA PSSA
The all student group had a growth rate of 100 on the ELA PSSA
White student group had a growth rate of 100 on the ELA PSSA

Challenges

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

71% of all students were proficient or advanced on the ELA PSSA
33% of ED students were proficient or advanced on the ELA PSSA
15% of SWD were proficient or advanced on the ELA PSSA
26% of ED students were proficient or advanced on the ELA PSSA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
83% of students were at or above benchmark as measured by the EOY Acadience	increased from BOY
EOY Acadience by Student group: 83% for Asian, 75% for black, 69% for hispanic, 91% for Multi-racial, 83 for White	Some groups did not increase from BOY
25% of EL students were at or above benchmark on EOY Acadience	Very low

English Language Arts Summary

Strengths

83% of students were at or above benchmark as measured by the EOY Acadience
- Teacher Professional Development

Challenges

25% of EL students were at or above benchmark on EOY Acadience
Teacher dedication and family engagement

Mathematics

Data	Comments/Notable Observations
69% of students were on or above grade level as measure by Math IXL EOY	Increased from BOY
EOY Acadience by Student group: 100% for Asian, 40% for black, 40% for hispanic, 70% for Multi-racial, 71% for White	Historically underserved populations did are below school average

Mathematics Summary

Strengths

69% of students were on or above grade level as measure by Math IXL EOY
Parent communication and teacher accountability.

Challenges

EOY Acadience by Student group: 100% for Asian, 40% for black, 40% for hispanic, 70% for Multi-racial, 71% for White
Making sure we are accountable to all stakeholder groups.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students completed their career benchmark standards	Everyone did the portfolio

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.

100% of students completed their career benchmark standards

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

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Student group is already accounted for within the needs assessment.

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.

Student group is already accounted for within the needs assessment.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Foster a culture of high expectations for success for all students, educators, families, and community members
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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?

>

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
Implement an evidence-based system of schoolwide positive behavior interventions and supports

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
72% of all students were proficient or advanced on the Math PSSA	True
80% of white students were proficient or advanced on the ELA PSSA	True
The all student group had a growth rate of 100 on the ELA PSSA	False
White student group had a growth rate of 100 on the ELA PSSA	True
The all student group had a growth rate of 100 on the Math PSSA	True
- Teacher Professional Development	False
Parent communication and teacher accountability.	False
The all student group had a regular attendance rate of 94%	False
100% of students completed their career benchmark standards	False
83% of students were at or above benchmark as measured by the EOY Acadience	False
69% of students were on or above grade level as measure by Math IXL EOY	False
100% of students completed their career benchmark standards	False
Student group is already accounted for within the needs assessment.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	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
71% of all students were proficient or advanced on the ELA PSSA	False
33% of ED students were proficient or advanced on the ELA PSSA	False
15% of SWD were proficient or advanced on the ELA PSSA	False
26% of ED students were proficient or advanced on the ELA PSSA	False
23% of SWD were proficient or advanced on the ELA PSSA	False
Teacher dedication and family engagement	False
Making sure we are accountable to all stakeholder groups.	False
This student group had a regular attendance rate below 90% and was trending down from previous years.	False
25% of EL students were at or above benchmark on EOY Acadience	False

EOY Acadience by Student group: 100% for Asian, 40% for black, 40% for hispanic, 70% for Multi-racial, 71% for White	False
N/A	False
Student group is already accounted for within the needs assessment.	False
Align curricular materials and lesson plans to the PA Standards	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Align curricular materials and lesson plans to the PA Standards		True
Implement an evidence-based system of schoolwide positive behavior interventions and supports		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
72% of all students were proficient or advanced on the Math PSSA	
80% of white students were proficient or advanced on the ELA PSSA	
White student group had a growth rate of 100 on the ELA PSSA	
The all student group had a growth rate of 100 on the Math PSSA	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we communicate and collaborate to analyze data, provide targeted interventions, and set goals for all students—while also aligning resources, assessments, and instruction to grade-level standards—then our students will grow as learners and apply their understanding in everyday life as they work toward their personal best.
	If we strengthen connections among teachers, students, and parents through collaborative collegial support, consistent school–home communication, and shared learning experiences, then we will foster positive social–emotional development, empower parents as active partners, and increase student achievement by creating a unified, supportive learning community where every child feels known, supported, and capable.

Goal Setting

Priority: If we communicate and collaborate to analyze data, provide targeted interventions, and set goals for all students—while also aligning resources, assessments, and instruction to grade-level standards—then our students will grow as learners and apply their understanding in everyday life as they work toward their personal best.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
80% of Kindergarten and 1st grader students will be proficient as measured by Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
60% of Kindergarten and 1st grade students will be proficient as measured by Acadience.	70% of Kindergarten and1st grade students will be proficient as measured by Acadience.	75% of Kindergarten and 1st grade students will be proficient as measured by Acadience.	80% of Kindergarten and 1st grader students will be proficient as measured by Acadience.

Priority: If we strengthen connections among teachers, students, and parents through collaborative collegial support, consistent school–home communication, and shared learning experiences, then we will foster positive social–emotional development, empower parents as active partners, and increase student achievement by creating a unified, supportive learning community where every child feels known, supported, and capable.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, the school will increase collaborative connections among teachers, students, and parents by implementing at least four structured family–school learning experiences, monthly two-way school–home communication, and regular teacher collaboration opportunities			
Measurable Goal Nickname (35 Character Max)			
Community Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
15% increase in positive student social–emotional learning (SEL) indicators as measured by student survey	20% increase in parent participation and engagement as tracked through attendance and feedback data	10% increase in student achievement in core content areas compared to the previous year	By the end of the 2026–2027 school year, the school will increase collaborative connections among teachers, students, and parents by implementing at least four structured family–school learning experiences, monthly two-way school–home communication, and regular teacher collaboration opportunities

Action Plan

Measurable Goals

Acadience	Community Goal

Action Plan For: Data informed PLC's

Measurable Goals:
• 80% of Kindergarten and 1st grader students will be proficient as measured by Acadience.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
MTSS meet to establish benchmark assessments and meetings for the school year.		2026-06-01	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS/Instructional Leadership Team	Acadience Data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
We will attend end-of-year 1st and 2nd Grade PLCs to reflect on 2025-26 successes and needs, and prepare for June data meetings.		2026-05-01	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Leadership team and 1st & 2nd grade teachers	End of year data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Kindergarten teachers complete class creator survey for first grade class assignments.		2026-05-15	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kindergarten Teacher	Class Creator	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Our instructional team and kindergarten teachers will perform kindergarten screening on incoming kindergarten students.		2026-05-31	2026-06-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Instructional Team and Kindergarten Teachers	Kindergarten Screening Kit CORE and Heggerty	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Our team will disaggregate the Pre-K data to identify students with academic needs.		2026-06-01	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Team	Acadience	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Bring students in for a meet & greet/purposeful play date. During this time teachers will observe students for possible social-emotional needs.		2026-06-08	2026-06-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kindergarten Teachers	Classroom and Playground	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Based on data, the instructional team will invite 15-18 students in for the East Bradford Elementary two-week round-up/bridge program.		2026-06-01	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Chris Alston, Diana Dunn, Jackie Pester, Deanne D.	Kindergarten instruction kit	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Our instructional team will meet to set tentative benchmark data meetings dates for 2026-27 school year.		2026-05-28	2026-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Team	Computer and existing benchmark schedule	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
We will finalize the LTERS training contract with CCIU for structured literacy development. Anticipated Dates: 10/15: 12/17: 2/25: and 5/13		2026-05-11	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Christopher Alston	Computer, telephone, and building conference room	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Kindergarten students and teachers report to kindergarten roundup program		2026-07-28	2026-08-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jackie Pester, Deanne DiDomenico, Diana Dunn, and Chris Alston	East Bradford kindergarten classrooms and instructional materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
BOY Benchmark Meeting		2026-09-23	2026-09-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Team , Grade-level teacher, Learning Support Teachers	Data	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
K-5 Mid-year Benchmark Meetings		2027-01-07	2027-01-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Team , Grade-level teacher, Learning Support Teachers	Student Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
k-5 Spring Benchmark Meetings		2027-03-24	2027-03-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Team , Grade-level teacher, Learning Support Teachers	Student Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
K-5 EOY Benchmark Meeting		2027-06-02	2027-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Team , Grade-level teacher, Learning Support Teachers	Student Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Meeting Agenda, Slide decks	CI Team will conduct data analysis and reflection every three.

Action Plan For: Community Engagement with SEL

Measurable Goals:
• By the end of the 2026–2027 school year, the school will increase collaborative connections among teachers, students, and parents by implementing at least four structured family–school learning experiences, monthly two-way school–home communication, and regular teacher collaboration opportunities

Action Step		Anticipated Start Date	Anticipated Completion Date
STREAM Night is for all parents and students to engage in activities outside the school day in academic activities as a family, with EBE staff members. Math in Action Day- members of the WC community present to students about how they use math in their everyday lives s		2027-01-04	2027-02-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Diana Dunn	Various staff and community members.	Yes	

Action Step	Anticipated Start Date	Anticipated Completion Date

K-5 Spring Math in Action Day - members of the WC professional community will present to students about how they use math in their everyday professional lives.		2027-02-01	2027-03-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Diana Dunn, Jackie Jilek	Various staff and Community Members	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Monthly staff SEL activities to build community and staff morale		2026-08-03	2027-05-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
EBE Sunshine Committee	Student Data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
EBE Instagram page- to engage EBE community and give families an "inside look" at the happenings in the school		2026-08-03	2027-05-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanne DiDomenico, Diana Dunn, EBE staff	Technology/internet access	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Title 1 Parent Meetings		2026-09-01	2027-05-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Team and Math Specialists	Title 1 compact and other supplemental materials	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
"Thankful for you" parent notes for teachers around Thanksgiving		2026-11-02	2027-05-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PTO and staff members	Material for writing notes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Bi-monthly PTO Meetings for sharing of information of goings on in the school community and parent feedback		2026-09-01	2027-05-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PTO, Christopher Alston, EBE Staff	Library and Teams	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Title 1 Parent Survey		2027-05-03	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Christopher Alston	Computer	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
We will garner parent feedback to inform us for future improvement across the school and community environments.	East Bradford Instructional Team will monitor on a weekly basis.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Data informed PLC's • Community Engagement with SEL	Salary and benefits for additional reading specialist	69141	
Total Expenditures				69141

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data informed PLC's	Our instructional team will meet to set tentative benchmark data meetings dates for 2026-27 school year.
Data informed PLC's	BOY Benchmark Meeting
Community Engagement with SEL	STREAM Night is for all parents and students to engage in activities outside the school day in academic activities as a family, with EBE staff members. Math in Action Day- members of the WC community present to students about how they use math in their everyday lives s

Linkit Tool Kit Training

Action Step		
• Our instructional team will meet to set tentative benchmark data meetings dates for 2026-27 school year. • BOY Benchmark Meeting		
Audience		
East Bradford Staff		
Topics to be Included		
- Thorough description of the Linkit tool kit and how to use the various resources.		
Evidence of Learning		
- Our primary indicator will be is people are using the resource in a time and efficient manner.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Christopher Alston, Principal	2026-09-01	2027-05-31

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	
Common Ground	

Steam Night

Action Step
• STREAM Night is for all parents and students to engage in activities outside the school day in academic activities as a family, with EBE staff members. Math in Action Day- members of the WC community present to students about how they use math in their everyday lives s
Audience
East Bradford Elementary School Community
Topics to be Included
Staff will meet to explore and create various STEAM engagement activities around our school for parent and student participation.

Evidence of Learning		
Students and parents will leave with completed activities from various STEAM stations.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Dr. Diana Dunn (instructional Coach)	2027-01-07	2027-01-07

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Nontraditional (equity) Regional Workshops	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Christopher M Alston	2026-09-25
School Improvement Facilitator Signature	**Date**