

Glen Acres El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Glen Acres El Sch		124159002
Address 1		
1150 Delancey Pl		
Address 2		
City	State	Zip Code
West Chester	PA	19382
Chief School Administrator		Chief School Administrator Email
Dr David Christopher		dchristopher@wcasd.net
Principal Name		
Donna Ryan		
Principal Email		
dryan@wcasd.net		
Principal Phone Number		Principal Extension
484-266-1702		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Donna M Ryan	Principal	GAE/WCASD	dryan@wcasd.net
Sara Missett	District Level Leaders	WCASD	smissett@wcasd
Kalia Reynolds	District Level Leaders	WCASD	kreynolds@wcasd
James Ronayne	District Level Leaders	WCASD	jronayne1@wcasd.net
Suzanne Fanelle	Teacher	GAE/WCASD	sfanelle@wcasd.net
Marisa Breeden	Teacher	GAE/WCASD	mbreeden@wcasd.net
Rachel Karrmann	Teacher	GAE/WCASD	rkarrmann@wcasd.net
Kelly Brunner	Teacher	GAE/WCASD	kbrunner@wcasd.net
Kristen McCown	Teacher	GAE/WCASD	kmccowan@wcasd.net
Kara Root	Teacher	GAE/WCASD	kroot@wcasd.net
Catherine Miller	Parent	GAE PTO	catmil08@gmail.com
Tara Irvine	Community Member	WCASD	tarafischerirvine@gmail.com
Beth Zigmont	District Level Leaders	WCASD	bzigmont@wcasd.net
Tia Ennis	Other	WCASD	tennis@wcasd.net

Vision for Learning

Vision for Learning

We believe that by working together, adults create a future where all children achieve at high levels.

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

57% of all students were proficient or advanced on the ELA PSSA

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The percent of students a/p on ELA PSSA increased from last year

Challenges

ESSA Student Subgroups	Indicator
White	59% of white students were proficient or advanced on the ELA PSSA
Economically Disadvantaged	33% of economic disadvantaged students were proficient or advanced on the ELA PSSA
Students with Disabilities	24% of students with a disability were proficient or advanced on the ELA PSSA
Combined Ethnicity	51% 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

68% of all students were proficient or advanced on the Math PSSA

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

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

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	37% of Econ. Disadv. students were proficient or advanced on the Math PSSA
Students with Disabilities	38% of students with disability were proficient or advanced on the Math PSSA
Combined Ethnicity	45% of combined ethnicity students were proficient or advanced on the Math 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

All student group had a growth score 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 score of 92 on the ELA PSSA
Economically Disadvantaged	ED student group had a growth score of on 83 the ELA PSSA
Combined Ethnicity	Combined ethnicity student group had a growth score of 84 on the ELA PSSA

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Population was not large enough to track

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 had a growth score of 84 on the Math PSSA

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	White student group had a growth score of 83 on the Math PSSA

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	With a growth rate of 73, combined ethnicity student growth is not large enough to close the gap

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

Regular attendance rate is 94% for all students

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	Regular attendance rate is 92% for Asian students
African-American/Black	Regular attendance rate is 97% for Black students
Hispanic	Regular attendance rate is 87% for Hispanic students
White	Regular attendance rate is 96% for White students
Multi-Racial (not Hispanic)	Regular attendance rate is 87% for multiracial students
Students with Disabilities	Regular attendance rate is 94% for SWD
Combined Ethnicity	Regular attendance rate is 90% for combined ethnicity students

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Regular attendance rate is 85% for Econ. Disadvan. students

Career Standards Benchmark

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

Comments/Notable Observations

98% of all students meet the career standards benchmark.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	98% of white students meet the career standards benchmark.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	95% of all students meet the career standards benchmark which is below the all student group.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
------------------------	-------------------------	------------------

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.

68% of all students were proficient or advanced on the Math PSSA
75% of white students were proficient or advanced on the Math PSSA
All student group had a growth score of 100 on the ELA PSSA
All student group had a growth score of 84 on the Math 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.

57% of all students were proficient or advanced on the ELA PSSA
33% of economic disadvantaged students were proficient or advanced on the ELA PSSA
24% of students with a disability were proficient or advanced on the ELA PSSA
37% of Econ. Disadv. students were proficient or advanced on the Math PSSA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
67% of all students were on or above benchmark for the EOY 25-26 acadience	Increased from BOY
67% of all students were on or above benchmark for the EOY 25-26 acadience	Many student groups including SWD and EL students were below the school percent of on or above benchmark on EOY acadience

English Language Arts Summary

Strengths

67% of all students were on or above benchmark for the EOY 25-26 acadience
--

Challenges

Many student groups including SWD and EL students were below the school percent of on or above benchmark on EOY acadience

Mathematics

Data	Comments/Notable Observations
68% of all students were on or above grade level according to the IXL math flex benchmark	Increased from BOY
68% of all students were on or above grade level according to the IXL math flex benchmark	Some student groups performed lower than overall percent or maintain the % from the BOY

Mathematics Summary

Strengths

68% of all students were on or above grade level according to the IXL math flex benchmark

Challenges

Some student groups performed lower than overall percent or maintain the % from the BOY

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
73% of students were near target or prepared according to the Spring Science Firefly assessment	Decreased support needed by 5% from Winter administration
73% of students were near target or prepared according to the Spring Science Firefly assessment	Only 16.2 were prepared

Science, Technology, and Engineering Education Summary

Strengths

73% of students were near target or prepared according to the Spring Science Firefly assessment

Challenges

Only 16.2% were prepared

Related Academics

Career Readiness

Data	Comments/Notable Observations
98% of all students meet the career standards benchmark.	This meets the annual goal

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.

98% of all students meet the career standards benchmark.
--

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.

No challenges identified in related academics

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
32% of EL learners were expanding or above on the 25-26 WIDA Access assessment	Increased from 28% in the previous year

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.

32% of EL learners were expanding or above on the 25-26 WIDA Access 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.

Many EL learners did not meet their growth expectation on WIDA in 24-25

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	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	Not Yet Evident

Summary

Strengths

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

>

Continuously monitor implementation of the school improvement plan and adjust as needed
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Foster a culture of high expectations for success for all students, educators, families, and community members
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Monitor and evaluate the impact of professional learning on staff practices and student learning *
Provide frequent, timely, and systematic feedback and support on instructional practices
Implement evidence-based strategies to engage families to support learning *
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Collectively shape the vision for continuous improvement of teaching and 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
68% of all students were proficient or advanced on the Math PSSA	False
75% of white students were proficient or advanced on the Math PSSA	False
All student group had a growth score of 100 on the ELA PSSA	True
All student group had a growth score of 84 on the Math PSSA	True
Regular attendance rate is 94% for all students	False
Regular attendance rate is 97% for black students	False
98% of all students meet the career standards benchmark.	False
67% of all students were on or above benchmark for the EOY 25-26 acadience	False
68% of all students were on or above grade level according to the IXL math flex benchmark	False
98% of all students meet the career standards benchmark.	False
73% of students were near target or prepared according to the Spring Science Firefly assessment	False
32% of EL learners were expanding or above on the 25-26 WIDA Access assessment	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Implement a multi-tiered system of supports for academics and behavior	True

Challenges

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

Strength	Check for Consideration in Plan
57% of all students were proficient or advanced on the ELA PSSA	True
33% of economic disadvantaged students were proficient or advanced on the ELA PSSA	True
24% of students with a disability were proficient or advanced on the ELA PSSA	True

37% of Econ. Disadv. students were proficient or advanced on the Math PSSA	True
Many student groups including SWD and EL students were below the school percent of on or above benchmark on EOY acadience	True
No challenges identified in related academics	False
Some student groups performed lower than overall percent or maintain the % from the BOY	False
Only 16.2% were prepared	False
Many EL learners did not meet their growth expectation on WIDA in 24-25	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Implement evidence-based strategies to engage families to support learning *	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Collectively shape the vision for continuous improvement of teaching and 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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
57% of all students were proficient or advanced on the ELA PSSA		True
33% of economic disadvantaged students were proficient or advanced on the ELA PSSA		False
24% of students with a disability were proficient or advanced on the ELA PSSA		False
37% of Econ. Disadv. students were proficient or advanced on the Math PSSA		False
Many student groups including SWD and EL students were below the school percent of on or above benchmark on EOY acadience		False
Implement evidence-based strategies to engage families to support learning *		True
Collectively shape the vision for continuous improvement of teaching and learning		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
All student group had a growth score of 100 on the ELA PSSA	
All student group had a growth score of 84 on the Math PSSA	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	
Implement a multi-tiered system of supports for academics and behavior	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use student data to differentiate instruction using research- based methods (interventions, resources, and strategies) and strengthen family engagement opportunities; then our students will gain a solid foundation in the skills of reading and math in order to understand and think critically about grade level materials.
	If we work together as a school and home community to intentionally strengthen students' positive learning-related behaviors, then students will demonstrate increased engagement and improved academic performance in the classroom.

Goal Setting

Priority: If we use student data to differentiate instruction using research- based methods (interventions, resources, and strategies) and strengthen family engagement opportunities; then our students will gain a solid foundation in the skills of reading and math in order to understand and think critically about grade level materials.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
"By June 30 2026, 73% of students in grades 2-5 will be at or above benchmark as measured by IXL			
Measurable Goal Nickname (35 Character Max)			
Math IXL			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
"By September 30 2026, 75% of students in grades 2-5 will be at or above benchmark as measured by IXL	"By December 31 2026, 72% of students in grades 2-5 will be at or above benchmark as measured by IXL	"By March 30 2027, 76% of students in grades 2-5 will be at or above benchmark as measured by IXL	"By June 30 2026, 73% of students in grades 2-5 will be at or above benchmark as measured by IXL

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
"By June 30 2026, 96% of students in grades K-1 will be at or above benchmark as measured by Happy Numbers.			
Measurable Goal Nickname (35 Character Max)			
Happy Numbers			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
"By September 30 2026, 48% of students in all students in grades K-1 will be at or above benchmark as measured by Happy Numbers.	"By December 31 2026, 75% of students in grades K-1 will be at or above benchmark as measured by Happy Numbers.	"By March 30 2027, 96% of students in grades K-1 will be at or above benchmark as measured by Happy Numbers.	"By June 30 2026, 96% of students in grades K-1 will be at or above benchmark as measured by Happy Numbers.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
"By June 30 2027, 72% of students in all student groups K-5 will be at or above benchmark as measured by Acadience Reading Composite"			
Measurable Goal Nickname (35 Character Max)			
Acadience			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
"By September 30 2026, 72% of students in all	"By December 31 2026, 72% of students in all	"By March 30 2027, 70% of students in all	"By June 30 2027, 72% of students in all

student groups K-5 will be at or above benchmark as measured by Acadience Reading Composite”	student groups will be at or above benchmark as measured by Acadience Reading Composite”	student groups in grades 2-5 will be at or above grade level as measured by IXL ELA Flex Diagnostic Results	student groups K-5 will be at or above benchmark as measured by Acadience Reading Composite”
--	--	---	--

Priority: If we work together as a school and home community to intentionally strengthen students’ positive learning-related behaviors, then students will demonstrate increased engagement and improved academic performance in the classroom.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By the end of school, Target Behavior 3 Identified in March: 80% of students not previously identified in our behavior intervention system, can meet the expectation of the targeted behavior.			
Measurable Goal Nickname (35 Character Max)			
Behavior Target			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Target Behavior 1:By September 30, 80% of students (not students previously identified in our behavior intervention system) can listen to adults and respond respectfully and responsibly across school settings.80% of students can take care of their materials and belongings. Teacher surveys.	By December 31, Target Behavior 2 Identified in October: 80% of students (not previously identified in our behavior intervention system) can meet the expectation of the targeted behavior. 85% of students could communicate and participate in discussions related to One School One Book. Teacher surveys.	By March 30, Target Behavior 3 Identified in January: 80% of students(not previously identified in the teacher survey) can meet the expectation of the targeted behavior. Teacher surveys.	By the end of school, Target Behavior 3 Identified in March: 80% of students not previously identified in our behavior intervention system, can meet the expectation of the targeted behavior.

Action Plan

Measurable Goals

Math IXL	Happy Numbers
Acadience	Behavior Target

Action Plan For: Teacher Collaboration/Job Embedded PL

Measurable Goals:	
<ul style="list-style-type: none"> “By June 30 2026, 73% of students in grades 2-5 will be at or above benchmark as measured by IXL “By June 30 2026, 96% of students in grades K-1 will be at or above benchmark as measured by Happy Numbers. “By June 30 2027, 72% of students in all student groups K-5 will be at or above benchmark as measured by Acadience Reading Composite” 	

Action Step		Anticipated Start Date	Anticipated Completion Date
During the first month of school, teachers review previous year's data and meet with students individually to read and take anecdotal notes about student reading capabilities, personal interests and motivation (engagement). Teachers send out parent surveys.		2026-08-26	2026-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
All	parents surveys	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Set up class routines & classroom space to facilitate small group instruction.		2026-09-01	2027-03-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Grade Level Chairs and Teachers	new furniture for 5th	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer all Acadience and IXL benchmarks as per district protocol. Specific student exceptions will be determined collaboratively and their growth will be measured using a different assessment.		2026-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna, Suzanne	district assessment calendar and assessments	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review trimester ELA & Math standards/eligible content for each grade level 3 times a year as a team		2026-09-17	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna, Suzanne and Grade Level Chairs	Chalk, curriculum resources, KUDS, scope and sequence, formative and summative assessments	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Allocate subs for Data Meetings to meet about eligible content and BOY data (include ELD and Spec. Ed). Recalibrate to see how many students are meeting the September 30 expected benchmarks. Review ELA & Math standards/eligible content and student data to collaboratively plan grade level, small group and individual goals for students (ALL students should have access to differentiated instruction). Consider giving teams time to collaborate with sister schools if they are in 4th and 5th grades.		2026-09-17	2027-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna and Suzanne	data meeting schedule	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers communicate regularly with students and families regarding standards/eligible content and student goals. Newsletter 2 times per month, grades as per district protocols, Happy Numbers, IXL and Acadience Scores as per district protocol. Teachers and students work together on understanding students' strengths and needs and goal setting. Teacher have students in the diagnostic arena for at least 15 minutes per week. Principal and Teachers communicate activities relating to One School One Book and parent involvement nights.		2026-09-01	2027-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna and all classroom teachers	newsletters, One School One Book created home and school activities, student goal setting sheets	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
In collaboration with building teams, groups are formed and schedules are shared with teams. Teams have collaborative planning time to think about formative assessments.		2026-09-01	2027-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Suzanne, Grade Level chairs	Chalk, curriculum books, benchmark scores, formative and summative assessments	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide clear expectations on when and how progress monitoring is happening in the classroom . Review and monitor implementation.		2026-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna and Reading Specialists	Acadience, Read Naturally, PALs slides and powerpoints.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan PD opportunities aligned to and Structured Literacy Interventions (include special ed coaches), BTC, & skilled-based differentiation in Math to maximize student experience		2026-08-10	2027-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna, Suzanne, Kelly, Marisa and Reading Specialists	Reading League presentations, structured literacy and BTC slides and presentations.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review PALS & Math differentiated instruction strategies and teachers carve out time for students to implement the strategies in the classroom		2026-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna, Suzanne, Reading Specialists, Marisa and Kelly	PAL slides, Math IC developed slides	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Give 1/2 day Professional Development time to deliver the PD established in Step 9.		2026-11-02	2026-11-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna, Suzanne	presentations built by leadership team	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement small group instruction based off of student needs (indicated from data and assessment) and Science of Reading and skilled-based differentiation in Math.		2026-09-14	2027-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers	Tier 1 Data Review at CIP meetings and MTSS data and lessons planned at MTSS meetings.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule MTSS meetings for identified students to ensure appropriate goals, instruction and growth. Implement the interventions and monitor for progress.		2026-09-22	2027-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
IC schedules, all teachers implement, principal walk throughs	Data, Mtss and Link it notes and plans	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Focus of Donna's walk-thrus all year in ELA will be on Structured Literacy practices and skilled-based differentiation. Focus on walk throughs in Math based upon knowledge of student engagement for deeper learning and application.		2026-09-01	2027-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna	walk through tools, reading league and schlechty look fors	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review Implementation of the Plan and Data and Decide on what to continue, stop, add or enhance		2026-10-01	2027-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP district Leaders and Donna	Data, observations, and teacher feedback	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Send staff members to the Reading League conference		2026-09-29	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna, Marisa, Suzanne, Jim	money and building subs	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Agendas and data meeting notes, Professional development slides and presentations, newsletters	Daily principal observations. Quarterly during grade level data and CIP meetings.

Action Plan For: Family Engagement/PAC Partnership

Measurable Goals:
<ul style="list-style-type: none"> By the end of school, Target Behavior 3 Identified in March: 80% of students not previously identified in our behavior intervention system, can meet the expectation of the targeted behavior.

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers create positive learning spaces where students feel safe, connected, included and belong. Teachers get to know students strengths and seek to understand the diverse learners in the room's needs.		2026-09-01	2027-05-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Staff	Parent surveys, data review and teacher observations.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate desirable learning related behaviors that overlap with PBIS and POG skills to staff and families.		2026-08-28	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna and Grade Level Chairs	District LRB's and POG competencies	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Invite core team of parents to discuss family involvement in promoting positive learning related behaviors.		2026-08-17	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna, Parent and Community Member	meeting calendar	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Team delivers core lessons to students including expectations for shared spaces.		2026-08-17	2027-05-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ALL staff	LRB's, POG competencies and teacher created lessons	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop the One School, One Book home and family connection activity plans to promote connections across community and positive learning behaviors as it relates to reading with family engagement.		2026-08-17	2026-09-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna, Rachel, Suzanne	One School One Book- book, plans, questions, calendar	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate the One School, One Book plan to all stakeholders.		2026-08-27	2026-11-27

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna	One School One Book newsletter, plans, questions, links	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create BOY student assembly to promote book and desired learning related behavior look fors.		2026-08-17	2026-09-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ken Fvette	Assembly script	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement the One School, One Book plan Reading and Comprehension Activities.		2026-09-01	2026-12-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers	One School One Book activities and calendars	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create cross grade level reading buddy activities aligned to desired learning related behaviors, POG and PBIS skills. Implement the buddy schedule.		2026-09-01	2026-11-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP Leads	One School One Book, teacher created buddy activities.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Perform BOY assembly .		2026-09-04	2026-09-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ken, Kayla, and teacher actors	the assembly script	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Reach out to PDE's PAC group for professional support in PD for instructional staff and planning of parent/family events.		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna and Beth	PAC contact and schedule for family night and teacher PD	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan parent/family engagement event per trimester.		2026-09-01	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists, Supplemental Teachers, Suzanne, Donna and Beth	agenda, slides, surveys and notes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Host and deliver the parent/family engagement night - minimum of one event per trimester.		2026-10-01	2027-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists, Grade Chairs	Title Surveys, PAC coordinator information, STEAM night activities	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Recognize positive behaviors through Eagle Egg dollars, Champion Chips, and Individual Certificates. Give natural consequences when applicable.		2026-09-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
All teachers and families	PBIS dollars, champion chips	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
-------------	--	------------------------	-----------------------------

Reflect on Target Behaviors and Conduct needs assessment based on learning related behaviors associated with PBIS and POG and report card LRB. Review parent and staff survey data from Title June Survey and make additions, revisions and edits to the Continuous Improvement if needed at CIP and PAc Meeting		2026-09-01	2026-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tia, Donna, and Reading Specialists	survey data, PAC Meeting schedule and communication	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze needs assessment data and discipline referrals to determine next steps. Establish new target behavior that the school will emphasize across settings. Consider implementing schoolwide check in check outs for students in need. Do PD training on check in/check out.		2026-09-30	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tia, Donna	Discipline referrals, teacher data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement action plan including lessons, incentives, rewards, natural consequences		2026-08-31	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
All teachers and families	lessons, PBIS rewards, PBIS reflection, parent communication	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate action plan with families through newsletters, parent-family engagement opportunities (open house, conferences, PTO and PAC meeting)		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Instructional staff	newsletters, emails	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
-------------	--	------------------------	-----------------------------

Create a list and action plan of/for students who would benefit from Tier 2 Instruction with guidance counselor or classroom teachers.		2026-10-01	2027-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tia, Suzanne and Donna	Data collected	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and perform a culminating activity for One School One Book		2026-11-02	2026-11-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ken and Kayla	script and costumes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze impact of One School, One Book with students, staff and families.		2026-12-03	2026-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna	survey	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
If One School, One Book will continue, select future title for implementation.		2027-01-04	2026-02-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Donna, Rachel	new book, calendar, schedule and calendar	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
slides, calendars, surveys, notes	CIP team quarterly, teachers daily

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	<ul style="list-style-type: none">Teacher Collaboration/Job Embedded PLFamily Engagement/PAC Partnership	Reading specialist salary and benefits	108385	
Total Expenditures				108385

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Teacher Collaboration/Job Embedded PL	Plan PD opportunities aligned to and Structured Literacy Interventions (include special ed coaches), BTC, & skilled-based differentiation in Math to maximize student experience
Teacher Collaboration/Job Embedded PL	Review PALS & Math differentiated instruction strategies and teachers carve out time for students to implement the strategies in the classroom
Teacher Collaboration/Job Embedded PL	Give 1/2 day Professional Development time to deliver the PD established in Step 9.
Teacher Collaboration/Job Embedded PL	Send staff members to the Reading League conference
Family Engagement/PAC Partnership	Develop the One School, One Book home and family connection activity plans to promote connections across community and positive learning behaviors as it relates to reading with family engagement.
Family Engagement/PAC Partnership	Reach out to PDE's PAC group for professional support in PD for instructional staff and planning of parent/family events.

Beginning of the Year- Reading League Tips to Embed into Practice

Action Step		
<ul style="list-style-type: none"> Plan PD opportunities aligned to and Structured Literacy Interventions (include special ed coaches), BTC, & skilled-based differentiation in Math to maximize student experience 		
Audience		
Reading teachers		
Topics to be Included		
Scarborough Rope, how to develop word recognition ad fluency, using complex texts and questioning, Reading league diagnostics		
Evidence of Learning		
incorporate PALS, targeted interventions with Reading league data and using complex texts		
Lead Person/Position	Anticipated Start	Anticipated Completion
Donna	2026-08-27	2026-12-17

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	3 sessions- August, October and November
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

PALS and Math Differentiation

Action Step		
<ul style="list-style-type: none"> Review PALS & Math differentiated instruction strategies and teachers carve out time for students to implement the strategies in the classroom 		
Audience		
all teachers of reading and math		
Topics to be Included		
Teachers collaboratively review Acadience data to identify instruction for tier 2. PAL activities, resources and groups are set up and reviewed. Teachers collaboratively review IXL data, tier 2 groups are established. Teachers review corrective measures for students.		
Evidence of Learning		
small groups are set up in classrooms based upon targeted skills.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Donna, Suzanne and Reading Specialists	2026-10-01	2026-10-09

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	i time at quarterly data meeting and then weekly at grade level PLC
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

BTC Review- building thinking classrooms

Action Step		
<ul style="list-style-type: none"> Give 1/2 day Professional Development time to deliver the PD established in Step 9. 		
Audience		
Reading and Math teachers		
Topics to be Included		
Review how to embed this lesson design to build student critical thinking skills across disciplines		
Evidence of Learning		
BTC practices are used in the classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Donna and Suzanne	2026-11-04	2026-09-11

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	half day pd
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Reading League Conference in Chicago

Action Step

<ul style="list-style-type: none"> Send staff members to the Reading League conference 		
Audience		
1st grade teacher, 2nd grade teacher, 4th grade teacher, 5th grade teacher, instructional coach		
Topics to be Included		
structured literacy		
Evidence of Learning		
presentation for all staff when they return and embed 2 new things into practice		
Lead Person/Position	Anticipated Start	Anticipated Completion
Suzanne, Marisa, Shannon, Caitlin, Theresa	2026-10-27	2026-11-02

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	3 days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Family Engagement- One School One Book

Action Step		
<ul style="list-style-type: none"> Develop the One School, One Book home and family connection activity plans to promote connections across community and positive learning behaviors as it relates to reading with family engagement. 		
Audience		
families, teachers and students		
Topics to be Included		
One School One Book- the why and the how		
Evidence of Learning		
all classrooms of students and families at home are reading the book and doing activities.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Donna, Rachel	2026-09-01	2026-11-24

Learning Format

Type of Activities	Frequency
Book study	trimester 1
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

PAC Partnership Teacher Meeting

Action Step	
<ul style="list-style-type: none"> Reach out to PDE's PAC group for professional support in PD for instructional staff and planning of parent/family events. 	
Audience	
teachers and families	

Topics to be Included		
structured literacy		
Evidence of Learning		
teacher communication effectively shows how families can help at home		
Lead Person/Position	Anticipated Start	Anticipated Completion
Donna, Beth, PAC contact	2027-01-07	2027-01-28

Learning Format

Type of Activities	Frequency
Workshop(s)	one time for teachers and families
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Donna M Ryan	2026-09-17
School Improvement Facilitator Signature	Date