

Greystone El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Greystone El Sch		124159002
Address 1		
1195 Aram Ave		
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		
Dr Erin Stephen		
Principal Email		
estephen@wcasd.net		
Principal Phone Number		Principal Extension
484-266-2301		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Erin Stephen	Principal	WCASD	estephen@wcasd.net
Ashley Melanson	Other	WCASD	Amelanson@wcasd.net
Beth Zigmont	District Level Leaders	WCASD	BZigmont@wcasd.net
Jim Ronayne	District Level Leaders	WCASD	JRonayne@wcasd.net
Sara Missett	District Level Leaders	WCASD	SMissett@wcasd.net
Kalia Reynolds	Chief School Administrator	WCASD	KReynolds@wcasd.net
Kevin Fagan	Parent	Parent	kfagan725@gmail.com
Kerry Mai	Community Member	Community Member	Kerryannmai@gmail.com
Nate Ottaviani	Education Specialist	WCASD	Nottaviani@wcasd.net
Connie Harker	Education Specialist	WCASD	CHarker@wcasd.net
Jen Hogan	Education Specialist	WCASD	JHogan@wcasd.net
Jessica Ferry	Teacher	WCASD	JFerry@wcasd.net
Brooke Wood	Teacher	WCASD	BWood@wcasd.net
Danielle Donoghue	Education Specialist	WCASD	DDonoghue@wcasd.net
Erin Smyth	Teacher	WCASD	ESmyth@wcasd.net

Vision for Learning

Vision for Learning

Mission The Foundation is an independent non-profit organization whose mission is to supplement creative, meaningful, real-world experiences for students in the West Chester Area School District. Vision The Foundation will communicate and support the value of education and business partnerships to all constituents in our community.

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

Overall, 64% of students were P/A on the ELA PSSA

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	73% of Asian students were P/A on the ELA PSSA

Challenges

ESSA Student Subgroups	Indicator
Hispanic	32% of Hispanic students were P/A on the ELA PSSA
White	70% of white students were P/A on the ELA PSSA
Economically Disadvantaged	22% of E/D students were P/A on the ELA PSSA
Students with Disabilities	24% of students with disabilities were P/A on the ELA PSSA
Combined Ethnicity	38% of students were P/A 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

Overall, 68% of students were P/A on the Math PSSA

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	81% of Asian students were P/A on the Math PSSA
White	74% of White students were P/A on the Math PSSA

Challenges

ESSA Student Subgroups	Indicator
Hispanic	28% of Hispanic students were P/A on the Math PSSA
Economically Disadvantaged	27% of ED students were P/A on the Math PSSA
Students with Disabilities	24% of students with disabilities were P/A on the Math PSSA
Combined Ethnicity	40% of combined ethnicity students were P/A 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

Overall growth rate of 87 on ELA PSSA

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	Combined Ethnicity growth rate of 87 on ELA PSSA
White	White student growth rate of 78 on ELA PSSA

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	SWD growth rate of 68 on ELA PSSA

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

Overall growth rate of 99 on Math PSSA

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	White student growth rate of 85 on Math PSSA
Combined Ethnicity	Combined student growth rate of 93 on Math PSSA

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	SWD growth rate is trending down from last year.

English Language Growth and Attainment

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

Comments/Notable Observations

Overall 35% of EL students meet their annual growth goal on WIDA.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	Meets annual goal

Challenges

ESSA Student Subgroups	Indicator
English Learners	Trending down from previous years

Regular Attendance

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

Comments/Notable Observations

Overall regular attendance rate is 95%

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	Asian student regular attendance rate is 97%
African-American/Black	Black student regular attendance rate is 100%
Hispanic	Hispanic student regular attendance rate is 91%
Students with Disabilities	SWD regular attendance rate is 95%

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	Multi-racial regular attendance rate is trending down from last year
English Learners	EL student regular attendance rate is trending down from last year

Career Standards Benchmark

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

Comments/Notable Observations

96% of students have meet their career standard benchmark

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	94% of white students have meet their career standard benchmark

Challenges

ESSA Student Subgroups	Indicator
White	College Career benchmark completion is trending down from last year

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

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Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

73% of Asian students were P/A on the ELA PSSA
Overall, 68% of students were P/A on the Math PSSA
81% of Asian students were P/A on the Math PSSA
74% of White students were P/A 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.

Overall, 64% of students were P/A on the ELA PSSA
32% of Hispanic students were P/A on the ELA PSSA
24% of students with disabilities were P/A on the ELA PSSA
27% of ED students were P/A on the Math PSSA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
72% of students were on or above benchmark on the EOY acadience	Increased from BOY

English Language Arts Summary

Strengths

72% of students were on or above benchmark on the EOY acadience

Challenges

Some students groups are performing lower on the Acadience assessment

Mathematics

Data	Comments/Notable Observations
74% of students were on or above grade level according to the EOY IXL flex benchmark	Increased from BOY

Mathematics Summary

Strengths

74% of students were on or above grade level according to the EOY IXL flex benchmark
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Challenges

Some students groups are performing below overall levels.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
83% of 5th grade students were near target or prepared according to the Spring Science Firefly assessment	Increased from beginning of year.

Science, Technology, and Engineering Education Summary

Strengths

83% of 5th grade students were near target or prepared according to the Spring Science Firefly assessment

Challenges

Only 30% of 5th grade students were prepared according to the Spring Science Firefly assessment

Related Academics

Career Readiness

Data	Comments/Notable Observations
96% of students meet their career standard benchmark	

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.

96% of students meet their career standard benchmark
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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.

Our career benchmark % is decreasing from last year.
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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.

This has been discussed already in our plan

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.

This has been discussed already in our plan

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	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	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	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	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?

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Foster a culture of high expectations for success for all students, educators, families, and community members
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior
Identify and address individual student learning needs

Challenges

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

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Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Monitor and evaluate the impact of professional learning on staff practices and student learning
Align curricular materials and lesson plans to the PA Standards

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
73% of Asian students were P/A on the ELA PSSA	True
Overall, 68% of students were P/A on the Math PSSA	True
81% of Asian students were P/A on the Math PSSA	True
74% of White students were P/A on the Math PSSA	True
Overall growth rate of 87	True
72% of students were on or above benchmark on the EOY acadience	False
Combined Ethnicity growth rate of 87 on ELA PSSA	True
Overall growth rate of 99 on Math PSSA	True
Combined student growth rate of 93 on Math PSSA	True
Overall 35% of EL students meet their annual growth goal on WIDA	True
Overall regular attendance rate is 95%	True
Black student regular attendance rate is 100%	True
SWD regular attendance rate is 95%	True
96% of students have meet their career standard benchmark	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
74% of students were on or above grade level according to the EOY IXL flex benchmark	False
83% of 5th grade students were near target or prepared according to the Spring Science Firefly assessment	False
96% of students meet their career standard benchmark	False
This has been discussed already in our plan	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Implement a multi-tiered system of supports for academics and behavior	True
Identify and address individual student learning needs	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
Overall, 64% of students were P/A on the ELA PSSA	True
32% of Hispanic students were P/A on the ELA PSSA	True
24% of students with disabilities were P/A on the ELA PSSA	True
27% of ED students were P/A on the Math PSSA	True
28% of Hispanic students were P/A on the Math PSSA	True
Some students groups are performing lower on the Acadience assessment	False
Some students groups are performing below overall levels.	False
Only 30% of 5th grade students were prepared according to the Spring Science Firefly assessment	False
Our career benchmark % is decreasing from last year.	False
This has been discussed already in our plan	False
Multi-racial regular attendance rate is trending down from last year	False
EL student regular attendance rate is trending down from last year	False
Implement evidence-based strategies to engage families to support learning	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	True
Align curricular materials and lesson plans to the PA Standards	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
Overall, 64% of students were P/A on the ELA PSSA		True
32% of Hispanic students were P/A on the ELA PSSA		False
24% of students with disabilities were P/A on the ELA PSSA		False
27% of ED students were P/A on the Math PSSA		False
28% of Hispanic students were P/A on the Math PSSA		False
Implement evidence-based strategies to engage families to support learning		True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school		False
Monitor and evaluate the impact of professional learning on staff practices and student learning		False
Align curricular materials and lesson plans to the PA Standards		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
73% of Asian students were P/A on the ELA PSSA	
Overall, 68% of students were P/A on the Math PSSA	
81% of Asian students were P/A on the Math PSSA	
74% of White students were P/A on the Math PSSA	
Overall growth rate of 87	
Combined Ethnicity growth rate of 87 on ELA PSSA	
Overall growth rate of 99 on Math PSSA	
Combined student growth rate of 93 on Math PSSA	
Overall 35% of EL students meet their annual growth goal on WIDA	
Overall regular attendance rate is 95%	
Black student regular attendance rate is 100%	
SWD regular attendance rate is 95%	
Foster a culture of high expectations for success for all students, educators, families, and community members	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	
Implement an evidence-based system of schoolwide positive behavior interventions and supports	
Implement a multi-tiered system of supports for academics and behavior	
Identify and address individual student learning needs	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we intentionally engage families, staff, and students through consistent language, shared expectations, and meaningful partnership opportunities, then we will strengthen home-school relationships and shared responsibility for student success, resulting in improved social skills, engagement, and intrinsic motivation.
	If we intentionally use student data to systematically plan small-group instruction, then instruction will become more rigorous, relevant, and prescriptive, resulting in increased student engagement and improved learning outcomes.

Goal Setting

Priority: If we intentionally engage families, staff, and students through consistent language, shared expectations, and meaningful partnership opportunities, then we will strengthen home-school relationships and shared responsibility for student success, resulting in improved social skills, engagement, and intrinsic motivation.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, at least 85% of Greystone families will receive one or more forms of positive and positive communication from school staff, specifically related to their child.			
Measurable Goal Nickname (35 Character Max)			
Community Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30 2026, families will have received at least six proactive and positive forms of communication from the school in regard to PBIS expectations, student engagement, social skills development, and home-school partnerships. In addition, at least 10% of Greystone families will receive one or more forms of positive and positive communication from school staff, specifically related to their child.	By December 31, 2026, at least 30% of Greystone families will receive one or more forms of positive and positive communication from school staff, specifically related to their child.	By March 31, 2027, at least 60% of Greystone families will receive one or more forms of positive and positive communication from school staff, specifically related to their child.	By June 30, 2027, at least 85% of Greystone families will receive one or more forms of positive and positive communication from school staff, specifically related to their child.

Priority: If we intentionally use student data to systematically plan small-group instruction, then instruction will become more rigorous, relevant, and prescriptive, resulting in increased student engagement and improved learning outcomes.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, at least 75% of K–5 students will be at or above benchmark as measured by the Acadience Reading Composite score, or at least 60% of students not yet at benchmark will demonstrate expected growth from beginning-of-year to end-of-year data through the intentional use of student data to plan, implement, and adjust small-group instruction.			
Measurable Goal Nickname (35 Character Max)			
Academic Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

By September 30, 2026, 100% of K–5 grade-level teams will analyze beginning-of-year benchmark and diagnostic data to identify student strengths and needs, establish flexible small groups, and determine targeted instructional priorities for each group.	By December 31, 2026, 90% of K–5 classroom teachers will receive actionable feedback on their use of student data to plan, implement, and adjust small-group instruction, as measured by LTM walkthroughs, teacher observations, and coaching conversations.	By March 31, 2027, 100% of K–5 grade-level teams will analyze winter benchmark and progress-monitoring data to evaluate student response to small-group instruction, regroup students as needed, and identify targeted instructional adjustments for students not demonstrating expected progress.	By June 30, 2027, at least 75% of K–5 students will be at or above benchmark as measured by the Acadience Reading Composite score, or at least 60% of students not yet at benchmark will demonstrate expected growth from beginning-of-year to end-of-year data through the intentional use of student data to plan, implement, and adjust small-group instruction.
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Action Plan

Measurable Goals

Community Goal	Academic Goal
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Action Plan For: PBIS

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2027, at least 85% of Greystone families will receive one or more forms of positive and positive communication from school staff, specifically related to their child.

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen and Maintain PBIS Systems		2026-08-17	2027-01-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ashley Melanson and PBIS Team	CCIU support	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Build Staff Capacity for Student Behavior and Support		2026-10-01	2027-02-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Erin Stephen and Behavior Team	Behaviorist and special education supervisors	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Collaborative Student Support Structures		2026-10-19	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	PLC	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Increase Student Voice, Leadership, and Ownership		2026-11-02	2027-03-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP Team	CIP Funding	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teach and Reinforce Schoolwide Expectations		2027-01-11	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Team	CCIU Support	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen Family Partnerships and Shared Expectations		2026-08-07	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP Team	CIP Funding	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Expand Family Engagement and Community Connections		2026-10-02	2027-05-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP Team	PTO Partnership	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Gather and Use Stakeholder Feedback for Continuous Improvement		2026-03-02	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP Team	CIP Funding	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Promote Positive Communication and Recognition		2026-08-21	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP Team	CIP Funding	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Improve Transparency and Family Understanding of Student Progress		2026-09-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

CIP Team	CIP Funding	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Greystone Elementary will utilize a PBIS framework, meaningful school-family partnerships, and explicit social skills instruction to establish shared expectations, strengthen home-school relationships, increase student engagement, and support the development of positive behaviors and intrinsic motivation. By the end of the school year, Greystone Elementary will strengthen its positive, inclusive, and supportive school culture through consistent implementation of PBIS, expanded student leadership opportunities, meaningful family partnerships, and proactive communication systems. As a result, students will demonstrate increased engagement, ownership, and positive behavior; staff will utilize consistent, trauma-informed practices and intervention supports; and families will be active partners in supporting student success. These efforts will contribute to improved school climate, increased recognition of positive behaviors, stronger family-school connections, and greater alignment with the Portrait of a Graduate competencies.	CIP Team Quarterly Meeting

Action Plan For: Small Group Instruction

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2027, at least 75% of K–5 students will be at or above benchmark as measured by the Acadience Reading Composite score, or at least 60% of students not yet at benchmark will demonstrate expected growth from beginning-of-year to end-of-year data through the intentional use of student data to plan, implement, and adjust small-group instruction.

Action Step		Anticipated Start Date	Anticipated Completion Date
Build Shared Understanding of Schoolwide Title I and MTSS Practices		2026-08-17	2026-11-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	CIP Plan	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen Student Transition and Vertical Alignment Systems		2026-08-10	2026-10-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Staff	CIP Plan	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish Consistent Data-Based Instructional Decision-Making Processes		2026-09-21	2027-02-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, IC, and Specialist	CIP Plan	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Optimize Scheduling to Maximize Access to Tiered Supports		2026-07-01	2026-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, IC, and Specialist	CIP Plan	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Collaborative Intervention Planning Structures		2026-09-03	2027-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Staff	CIP Plan, MTSS	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Build Staff Expertise in Assessment and Data Systems		2026-12-01	2027-02-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, IC, and Specialist	CIP Plan	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen Tier 1 Literacy Instruction Through Structured Literacy Practices		2026-09-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP Team	CIP Plan	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Increase Staff Capacity to Implement Data-Based Interventions		2026-10-12	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP Team	Reading League	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Expand Professional Learning Through Research, Conferences, and Collaboration		2026-08-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	CIP Funding	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a Culture of Continuous Improvement Through Feedback and Reflective Practice		2027-04-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration and Staff	CIP Plan	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Research shows that student achievement improves when teachers use assessment data to inform instructional decisions. Benchmark assessments, diagnostic assessments, and progress monitoring help identify student strengths and needs, allowing teachers to provide targeted, differentiated small-group instruction. By establishing consistent systems for analyzing data, planning instruction, monitoring progress, and responding to student needs, teachers can deliver instruction that is more rigorous, relevant, and responsive. In addition, student goal-setting and reflection increase ownership and engagement in learning. Together, these practices strengthen Tier 1 instruction, support intervention efforts, and improve outcomes for all students. By the end of the school year, Greystone will strengthen its schoolwide instructional and intervention framework through consistent use of data-informed decision making, structured literacy practices, collaborative planning, and a responsive MTSS system. Staff will effectively analyze student data, implement evidence-based	Quarterly Meeting with CIP Team

instructional and intervention strategies, and engage in ongoing professional learning and reflective practice. As a result, students will receive more targeted academic support, experience stronger transitions between grade levels, and demonstrate improved growth and achievement in literacy and mathematics while ensuring equitable access to high-quality Tier 1 instruction and timely interventions.	
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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">Small Group Instruction	Reading specialist salary and benefits	105245	
Total Expenditures				105245

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS	Build Staff Capacity for Student Behavior and Support
Small Group Instruction	Increase Staff Capacity to Implement Data-Based Interventions

PBIS and Behavioral Professional Development

Action Step		
<ul style="list-style-type: none">Build Staff Capacity for Student Behavior and Support		
Audience		
GES Staff		
Topics to be Included		
PBIS, Safety Care, and Behavioral Management techniques		
Evidence of Learning		
Staff will demonstrate increased knowledge and confidence in implementing PBIS, restorative practices, and behavior intervention strategies. Evidence of learning will include consistent use of schoolwide behavior systems, application of strategies observed during walkthroughs and classroom observations, and collaborative use of behavior data to support students. As a result, students will experience more proactive behavioral supports, improved engagement, and a more positive school climate.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Meg Guthrie (behavioral analysis)	2026-08-27	2027-03-03

Learning Format

Type of Activities	Frequency
Inservice day	Twice a year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Data-based Interventions

Action Step
<ul style="list-style-type: none">Increase Staff Capacity to Implement Data-Based Interventions
Audience
GES Staff
Topics to be Included
small group instruction, structured literacy, and Tier 1 supports
Evidence of Learning
Staff will demonstrate increased capacity to use assessment data to identify student needs, plan targeted small-group instruction, and implement evidence-based Tier 1 and intervention supports. Evidence of learning will include data-driven instructional plans, consistent implementation of structured literacy practices observed during walkthroughs and learning walks, and collaborative use of student data during PLC and intervention meetings. As a result, instructional decisions will become more responsive to student needs, leading to stronger academic growth and achievement.

Lead Person/Position	Anticipated Start	Anticipated Completion
Reading Specialists	2026-08-25	2027-03-03

Learning Format

Type of Activities	Frequency
Workshop(s)	4 times a year
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
Dr. Erin Stephen	2026-09-21
School Improvement Facilitator Signature	Date