

Sarah W Starkweather El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Sarah W Starkweather El Sch		124159002
Address 1		
1050 Wilmington Pike		
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		
John Meanix		
Principal Email		
jmeanix@wcasd.net		
Principal Phone Number		Principal Extension
484-266-2200		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
John Meanix	Principal	Starkweather	jmeanix@wcasd.net
Alyse Gonzalez	Other	Starkweather	agonzalez1@wcasd.net
Christine Sommer	Other	Starkweather	csommer@wcasd.net
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Jenna Everheart	Parent	Starkweather	jmccormick04@gmail.com
Erika O'Neill	Education Specialist	Starkweather	eoneill@wcasd.net

Vision for Learning

Vision for Learning

The mission of Sarah W. Starkweather Elementary School, a positive, nurturing environment, is to educate our children to be responsible lifelong learners who think critically, communicate effectively, and strive to achieve their personal best in an increasingly diverse community through challenging curriculum, flexible instruction, and respectful collaborate amongst children, staff, and parents

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

62% of all students were proficient or advanced on the ELA PSSA

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	White students participated at 97%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	24% of Hispanic students were proficient or advanced on the ELA PSSA
White	67% of white students were proficient or advanced on the ELA PSSA
Economically Disadvantaged	36% of ED students were proficient or advanced on the ELA PSSA
Students with Disabilities	25% of students with disabilities were proficient or advanced on the ELA PSSA
Combined Ethnicity	35% 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

69% of all students were proficient or advanced on the Math PSSA

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	73% of all students were proficient or advanced on the Math PSSA

Challenges

ESSA Student Subgroups	Indicator
Hispanic	29% of Hispanic students were proficient or advanced on the Math PSSA
Economically Disadvantaged	34% of ED students were proficient or advanced on the Math PSSA
Students with Disabilities	35% of SWD were proficient or advanced on the Math PSSA
Combined Ethnicity	41% 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

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

True Strengths	False Challenges	False N/A
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Strengths

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

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	The combined ethnicity student group's growth rate on ELA was lower than previous years.

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 has a growth rate of 100 on the Math SSA

True Strengths	False Challenges	False N/A
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Strengths

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

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The sample was insufficient to track growth for Hispanic learners.

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
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

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Regular Attendance

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

Comments/Notable Observations

92% of students have regular attendance

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	95% of white students have regular attendance

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	80% of Black students have regular attendance
Economically Disadvantaged	77% of ED students have regular attendance

Career Standards Benchmark

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

Comments/Notable Observations

96% of students have completed the career standards benchmark

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	95% of students have completed the career standards benchmark

Challenges

ESSA Student Subgroups	Indicator
English Learners	The population was insufficient to track this population

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.

69% of all students were proficient or advanced on the Math PSSA
The all student group has a growth rate of 100 on the ELA PSSA
The white student group has a growth rate of 100 on the ELA PSSA
The all student group has a growth rate of 100 on the Math SSA

Challenges

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

62% of all students were proficient or advanced on the ELA PSSA
25% of Hispanic students were proficient or advanced on the ELA PSSA
24% of Hispanic students were proficient or advanced on the ELA PSSA
35% of SWD were proficient or advanced on the Math PSSA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
81% of all students were on or above benchmark on the EOY Acadience assessment	This is an increased from BOY
Only 36 % of EL students were on or above benchmark on the EOY Acadience assessment	This was steady from BOY

English Language Arts Summary

Strengths

81% of all students were on or above benchmark on the EOY Acadience assessment
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Challenges

Only 36 % of EL students were on or above benchmark on the EOY Acadience assessment

Mathematics

Data	Comments/Notable Observations
73% of students were on or above grade level according to the EOY Math IXL	This is an increased from BOY
100% of Asian students were on or above grade level according to the EOY Math IXL	This is above the school average

Mathematics Summary

Strengths

100% of Asian students were on or above grade level according to the EOY Math IXL
73% of students were on or above grade level according to the EOY Math IXL

Challenges

Some student groups were below the school on or above grade level percentage on the EOY Math IXL
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
96% of students have completed the career standards benchmark	This is an decrease from last year

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 have completed 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.

This is an decrease from last year

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 have been discussed else in 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.

This have been discussed else in 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	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	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	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	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
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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Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

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

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Identifying and developing professional development opportunities through analysis of a variety of data sources.

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
69% of all students were proficient or advanced on the Math PSSA	True
The all student group has a growth rate of 100 on the ELA PSSA	True
The white student group has a growth rate of 100 on the ELA PSSA	False
The all student group has a growth rate of 100 on the Math SSA	True
96% of students have completed the career standards benchmark	False
92% of students have regular attendance	True
81% of all students were on or above benchmark on the EOY Acadience assessment	True
100% of Asian students were on or above grade level according to the EOY Math IXL	True
73% of students were on or above grade level according to the EOY Math IXL	False
96% of students have completed the career standards benchmark	False
This have been discussed else in the Needs assessment	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False

Challenges

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

Strength	Check for Consideration in Plan
62% of all students were proficient or advanced on the ELA PSSA	False
25% of Hispanic students were proficient or advanced on the ELA PSSA	True
24% of Hispanic students were proficient or advanced on the ELA PSSA	False
35% of SWD were proficient or advanced on the Math PSSA	True
29% of Hispanic students were proficient or advanced on the Math PSSA	False
Only 36 % of EL students were on or above benchmark on the EOY Acadience assessment	True
Some student groups were below the school on or above grade level percentage on the EOY Math IXL	False
This is an decrease from last year	False
This have been discussed else in the Needs assessment	False

Identifying and developing professional development opportunities through analysis of a variety of data sources.	True
80% of Black students have regular attendance	True
77% of ED students have regular attendance	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
25% of Hispanic students were proficient or advanced on the ELA PSSA		False
35% of SWD were proficient or advanced on the Math PSSA		False
Only 36 % of EL students were on or above benchmark on the EOY Acadience assessment		False
Identifying and developing professional development opportunities through analysis of a variety of data sources.		True
80% of Black students have regular attendance		False
77% of ED students have regular attendance		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
69% of all students were proficient or advanced on the Math PSSA	
The all student group has a growth rate of 100 on the ELA PSSA	
The all student group has a growth rate of 100 on the Math SSA	
92% of students have regular attendance	
81% of all students were on or above benchmark on the EOY Acadience assessment	
100% of Asian students were on or above grade level according to the EOY Math IXL	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we consistently monitor student progress and respond with flexible grouping and differentiated supports, then we will see improved student engagement, confidence, and achievement, as well as continued growth and mastery across literacy and numeracy benchmarks
	If we use restorative practices, then students learn to take responsibility, build empathy, and regulate their emotions.

Goal Setting

Priority: If we consistently monitor student progress and respond with flexible grouping and differentiated supports, then we will see improved student engagement, confidence, and achievement, as well as continued growth and mastery across literacy and numeracy benchmarks

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By May 30 2027, 80% of all students will be on or above grade level as measured by the Acadience Reading Composite Score and or have typical or above progress pathway. (25-26 data was 82%)			
Measurable Goal Nickname (35 Character Max)			
Acadience			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30 2026, 70% of all students will be on or above grade level as measured by the Acadience Reading Composite Score and or have typical or above progress pathway. (25-26 data was 74%)	By January 30, 2027, 75% of all students will be on or above grade level as measured by the Acadience Reading Composite Score and or have typical or above progress pathway. (25-26 data was 78%)	By March 30 2027, 80% of all students will be on or above grade level as measured by the Acadience Reading Composite Score and or have typical or above progress pathway. (25-26 data was 82%)	By May 30 2027, 80% of all students will be on or above grade level as measured by the Acadience Reading Composite Score and or have typical or above progress pathway. (25-26 data was 82%)

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
"By June 30 2026, 90% 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, 75% of students in all students in grades K-1 will be at or above benchmark and or have typical or above growth as measured by Happy Numbers.	"By December 31 2026, 80% of students in grades K-1 will be at or above benchmark and or have typical or above growth as measured by Happy Numbers.	"By March 30 2027, 85% of students in grades K-1 will be at or above benchmark and or have typical or above growth as measured by Happy Numbers.	"By June 30 2026, 90% of students in grades K-1 will be at or above benchmark as measured by Happy Numbers.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			

“By June 30 2026, 75% of students in grades 2-5 will be at or above benchmark and or have typical or above growth as measured by IXL			
Measurable Goal Nickname (35 Character Max)			
IXL Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
“By September 30 2026, 70% of students in grades 2-5 will be at or above benchmark and or have typical or above growth as measured by IXL	“By December 31 2026, 72% of students in grades 2-5 will be at or above benchmark and or have typical or above growth as measured by IXL	“By March 30 2027, 75% of students in grades 2-5 will be at or above benchmark and or have typical or above growth as measured by IXL	“By June 30 2026, 75% of students in grades 2-5 will be at or above benchmark and or have typical or above growth as measured by IXL

Priority: If we use restorative practices, then students learn to take responsibility, build empathy, and regulate their emotions.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
Based on student survey results, 75% of students will report that they can identify and apply strategies related to responsibility, empathy, and emotional regulation in school settings by May 2027.			
Measurable Goal Nickname (35 Character Max)			
SEL Survey			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Based on student survey results, 50% of students will report that they can identify and apply strategies related to responsibility, empathy, and emotional regulation in school settings by May 2027.	Based on student survey results, 65% of students will report that they can identify and apply strategies related to responsibility, empathy, and emotional regulation in school settings by May 2027.	Based on student survey results, 70% of students will report that they can identify and apply strategies related to responsibility, empathy, and emotional regulation in school settings by May 2027.	Based on student survey results, 75% of students will report that they can identify and apply strategies related to responsibility, empathy, and emotional regulation in school settings by May 2027.

Action Plan

Measurable Goals

Acadience	Happy Numbers
IXL Math	SEL Survey

Action Plan For: Small Group Instruction

Measurable Goals:	
<ul style="list-style-type: none"> By May 30 2027, 80% of all students will be on or above grade level as measured by the Acadience Reading Composite Score and or have typical or above progress pathway. (25-26 data was 82%) “By June 30 2026, 90% of students in grades K-1 will be at or above benchmark as measured by Happy Numbers. “By June 30 2026, 75% of students in grades 2-5 will be at or above benchmark and or have typical or above growth as measured by IXL 	

Action Step		Anticipated Start Date	Anticipated Completion Date
Update master schedule to Ensure alignment of services and access		2026-07-01	2026-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Assistant Principal	Master Schedule	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Research percentage of students in MTSS in WCASD and PA		2026-07-01	2026-10-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Assistant Principal/ EL Teacher/ EL Supervisor	EL Teacher/EL Supervisor, Ellevation Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review 25-26 EOY data with full staff		2026-10-27	2026-09-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Assistant Principal	PSSA Scores, SSP Score, Acadience, Happy Number and IXL EOY data from 25-26	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate CIP staff meeting - Explain plan and priorities		2026-08-27	2026-09-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP Team	CIP Plan	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Staff development on MTSS procedures		2026-09-14	2026-10-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal/ Instructional Coach	District Linkit Resources, MTSS Tool Kit	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan for ELA and Math PD - Small group Instruction Management, Structured Literacy Interventions, 7 Mighty Moves, TPT strategies, skilled-based differentiation in Math to maximize student experience, BTC, etc.		2026-08-24	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TLE, Reading Support, ELD teachers, IC, Principal	WCASD PD plan, CIP Plan, 7 mighty Moves books,	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer BOY, MOY and EOY Acadience, IXL and Happy numbers BOY K-5		2026-09-21	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Support Staff and Classroom Teacher, IC	ipads and assessment materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create and adjust Targeted intervention reading and math support groups after benchmark testing BOY, MOY and EOY		2026-10-05	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Reading Support Staff, Math Specialist, Instructional Coach and Classroom Teacher, EL teacher	Access to district resources and data reports	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate BOY, MOY, EOY Half-day analysis and planning data meeting		2026-10-05	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/ Assistant Principal IC, Instructional Support (ELD, Reading Specialist, SpEd, Math Support, Gifted)	Access to district resources and data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ongoing Progress monitor identified students in reading and math to evaluate intervention effectiveness and make adjustments as needed.		2026-10-12	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers. Instructional Support (ELD, Reading Specialist, SpEd, Math Support, Gifted), IC	Acadience reading and math, WIDA Samples, SeeSaw, other ELD resources and other math resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop family info sessions (Title 1) Evidence-based strategies for math and reading for families		2026-10-05	2026-11-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists, Math Specialist, ELD Teacher, IC, Classroom Teachers, Principal, Assistant Principal	Title 1 content, resources for families based on district resources, communication with parents	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Coaching support cycles - Support teachers in small group facilitation and enrichment		2026-09-21	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
IC, Teachers, GRT	Coaching and curricular resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ongoing PLC Data review meetings and instructional planning to track student progress		2026-10-12	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Reading/Math Support Teachers, EL Teacher	PLC schedule, Standards and curricular district resources materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ongoing communication supports and expectations to students families that are receiving targeted supports		2026-10-12	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Classroom Teachers, Reading Support, Math Specialist,	letter to families in English and spanish	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ongoing report on updated CIP goal progress		2026-10-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIP Team	School Data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Update EOY data and CIP plan and priorities for 27-28 school year		2027-05-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

CIP Team	School data reports and CIP Plan	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate improved growth between benchmark assessments to reflect responsiveness to small group, targeted instruction. Teachers practice will expand to include more targeted tiered literacy strategies to respond in real time to math and literacy needs to promote students achievement and growth.	This action plan will be monitored through benchmark Acadience, IXL and Happy Numbers testing, teacher observation cycles and walk-throughs and learning walks. All staff who instruct literacy and math will be included in the development of this plan. CIP team will meet Quartey to review progress towards our goals.

Action Plan For: Restorative Practices

Measurable Goals:
<ul style="list-style-type: none"> Based on student survey results, 75% of students will report that they can identify and apply strategies related to responsibility, empathy, and emotional regulation in school settings by May 2027.

Action Step		Anticipated Start Date	Anticipated Completion Date
Equity Team attends district or regional Restorative Practices training and identifies key schoolwide implementation strategies.		2026-05-06	2026-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Equity Team/ Admin	Training registration Training materials/workbooks District guidance documents Release time if necessary	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and administer a Quartey student survey measuring responsibility, empathy, emotional regulation, and sense of belonging.		2026-09-28	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Equity Team/ Admin/ Classroom Teachers	Microsoft Forms or Google Forms Survey questions Student devices	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Equity Team will plan for ongoing restorative practice training for staff		2026-07-23	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Equity Team/ Admin	Scenario cards Faculty meeting time Reflection protocol Training materials/workbooks District guidance documents	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing staff professional learning focused on restorative language, affective statements, restorative questions, and conflict resolution.		2026-08-26	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Equity LEADS/ Admin	Presentation materials Staff handouts Restorative Practices framework	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide staff with monthly Morning Meeting connection activities that reinforce empathy, responsibility, and relationship building.		2026-08-26	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Equity LEADS/ Admin	Morning Meeting toolkit Discussion prompts District SEL resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a crosswalk connecting Second Step lessons to restorative practices and identify opportunities for reinforcement throughout the school day.		2026-09-28	2026-11-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Equity LEADS/ Admin/ COUNSELOR	Second Step curriculum Planning documents	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Share monthly family resources highlighting restorative practices and strategies families can use at home.		2026-10-09	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Equity LEADS/Admin/ COUNSELOR	Newsletter template Family resources Translation services	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze Student Survey Results after each trimester		2026-10-19	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Equity Team/ Admin	Survey Results	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
If we use restorative practices, then students learn to take responsibility, build empathy, and regulate their emotions.	CIP team will meet quarterly to review survey results

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• Restorative Practices	Reading specialist salary and benefits	138232	
Total Expenditures				138232

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Small Group Instruction	Review 25-26 EOY data with full staff
Small Group Instruction	Facilitate CIP staff meeting - Explain plan and priorities
Small Group Instruction	Staff development on MTSS procedures
Small Group Instruction	Plan for ELA and Math PD - Small group Instruction Management, Structured Literacy Interventions, 7 Mighty Moves, TPT strategies, skilled-based differentiation in Math to maximize student experience, BTC, etc.
Restorative Practices	Equity Team attends district or regional Restorative Practices training and identifies key schoolwide implementation strategies.
Restorative Practices	Provide ongoing staff professional learning focused on restorative language, affective statements, restorative questions, and conflict resolution.

Small Group Math and Literacy Instruction PD

Action Step		
<ul style="list-style-type: none"> Review 25-26 EOY data with full staff Facilitate CIP staff meeting - Explain plan and priorities Staff development on MTSS procedures Plan for ELA and Math PD - Small group Instruction Management, Structured Literacy Interventions, 7 Mighty Moves, TPT strategies, skilled-based differentiation in Math to maximize student experience, BTC, etc. 		
Audience		
K-5 classroom teachers, literacy specialists, instructional coach, learning support teachers, English learner teachers		
Topics to be Included		
Small group math and literacy practices, diagnostic assessment facilitation and data analysis of district benchmark assessments		
Evidence of Learning		
Acadience, IXL and Happy Numbers benchmark testing will reflect student growth across quarterly administration.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal Instructional Coach, Math and Literacy Specialists	2026-10-05	2027-05-24

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly and on an as needed basis
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

Restorative Practice

Action Step		
<ul style="list-style-type: none"> Equity Team attends district or regional Restorative Practices training and identifies key schoolwide implementation strategies. Provide ongoing staff professional learning focused on restorative language, affective statements, restorative questions, and conflict resolution. 		
Audience		
K-5 teachers, equity team		
Topics to be Included		
Restorative practices		
Evidence of Learning		
Survey results, walkthroughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal, Equity Team	2026-08-26	2027-06-04

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly and on an as needed basis
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
John Meanix	2026-09-25
School Improvement Facilitator Signature	Date