Midland El/MS

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Midland El/MS		127045303
Address 1		
173 7th St		
Address 2		
City	**State**	**Zip Code**
Midland	PA	15059
Chief School Administrator		**Chief School Administrator Email**
Mr Sean Tanner		sean.tanner@midlandpa.org
Principal Name		
Sean Tanner		
Principal Email		
sean.tanner@midlandpa.org		
Principal Phone Number		**Principal Extension**
7246438650		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Sarah Saut		sarah.saut@midlandpa.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cheryl Williams	Board Member	Midland Borough School District	leo_ladi@yahoo.com
Sarah Saut	District Level Leaders	Midland Borough School District	sarah.saut@midlandpa.org
Chris Shovlin	Community Member	Lincoln Park Performing Arts Center	chris.shovlin@lppacenter.org
Jennifer Miller	Community Member	The Center	jen@midland.center
Beth Calahan	Other	Midland Borough School District	beth.calahan@midlandpa.org
Sean Tanner	Chief School Administrator	Midland Borough School District	sean.tanner@midlandpa.org
Katie Lucas	Education Specialist	Midland Borough School District	katie.lucas@midlandpa.org
Kristen Dawson	Parent	Midland Students	krisco400@gmail.com
Shane McCall	Board Member	Midland Borough School District	shane.mccall@pacyber.org
Breonna Kopac	District Level Leaders	Midland Borough School District	breonna.kopac@midlandpa.org
Will Leavell	District Level Leaders	Midland Borough School District	will.leavell@midlandpa.org
Katie Parks	Other	Midland Borough School District	katie.parks@midlandpa.org
RaeAnn Kennedy	Teacher	Midland Borough School District	raeann.kennedy@midlandpa.org
Britney McCall	Parent	Midland Students	britneymccall80@gmail.com
Sean Tanner	Principal	Midland Borough School District	sean.tanner@midlandpa.org

Vision for Learning

Vision for Learning

Through inspiring and engaging learning experiences, a diverse and supportive community, and a focus on real-world skills, we empower students to think critically, take ownership of their education, adapt and prepare for the future, and confidently and purposefully pursue their goals. Our school district is committed to nurturing well-rounded students by fostering emotional resilience, social responsibility, and academic excellence. We strive to provide diverse learning experiences that inspire critical thinking and problem-solving skills necessary to thrive in an ever-changing world. The Midland Borough School District's school wide program is aligned with the district and state essential learning requirements to include academic standards. It is designed with the belief that all students have an equal intrinsic worth and must have the opportunity to develop to their fullest potential. This program is in place to show a commitment by the district and its staff that fosters the belief that lifelong learning is shared responsibility of individuals, families, schools, and 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

All student group did not meet interim goal/improvement target with 32% scoring proficient or advanced in Spring 2025 PSSA ELA Assessment.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	African-American/Black performance improved from 8.8% scoring at least proficient in 2024 to 20.6% scoring at least proficient in 2025 on the PSSA ELA assessment.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities subgroup performance decreased from 11.8% scoring at least proficient in 2024 to 8.8% scoring at least proficient in 2025 on the PSSA ELA assessment.
White	White student subgroup performance decreased drastically from 51.4% scoring at least proficient in 2024 to 39.1% scoring at least proficient in 2025 on the PSSA ELA assessment.
Economically Disadvantaged	Economically disadvantaged subgroup performance declines from 31.8% scoring at least proficient in 2024 to 22% scoring at least proficient in 2025 on the PSSA ELA assessment, while we know that subgroup of students is continuously increasing in number.
Combined Ethnicity	Muti-racial subgroup performance declined from 27.4% scoring at least proficient in 2024 to 22.8% scoring at least proficient in 2025 on the PSSA ELA assessment.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

All student group performance improved from 17.9% scoring proficient or advanced in 2024 to 23.8% scoring proficient or advanced in 2025 on the PSSA Math assessments.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	African-American/Black student subgroup performance improved from 0.0% scoring at least proficient in 2024 to 11.8% scoring at least proficient in 2025 on the PSSA Math assessment.
Combined Ethnicity	Combined Ethnicity student subgroup performance improved from 6.5% scoring at least proficient in 2024 to 12.3% scoring at least proficient in 2025 on the PSSA Math assessment.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	While the students with disabilities student subgroup performance improve slightly between 2024 (3.9%) and 2025 (5.9%) assessments but are still concerningly low.

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

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

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

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

English Language Growth and Attainment

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

Comments/Notable Observations

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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

All student group did not meet performance standard of 94.1%, not the statewide average of 79.6%, but increase took place from 2023-2024 (74.0%) to 76.4% in 2024-2025. 2023-2024 74.0% 2024-2025 76.4%

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Increased from 80.9% in 2023-2024 to 86.3% in 2024-2025 and met performance target growth.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	With all other student subgroups at least slightly increasing, the students with disabilities decreased from 2023-2024 at 71.4% to 69.2% in 2024-2025

Career Standards Benchmark

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

Comments/Notable Observations

All Student group exceeds performance standard for Career Standard Benchmark, with 98.2% of students meeting standards in 2025, an improvement from 96% in 2024.

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

Strengths

ESSA Student Subgroups	Indicator
White	White student subgroup CSB performance increased from 96.8% in 2024 to 100% in 2025

Challenges

ESSA Student Subgroups	Indicator
English Learners	N/A - no challenges to note

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.

African-American/Black performance improved from 8.8% scoring at least proficient in 2024 to 20.6% scoring at least proficient in 2025.
All student group performance improved from 17.9% scoring proficient or advanced in 2024 to 23.8% scoring proficient or advanced in 2025 on the PSSA Math assessments.
All Student group exceeds performance standard for Career Standard Benchmark, with 98.2% of students meeting standards in 2025, an improvement from 96% in 2024.

Challenges

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

All student group did not meet interim goal/improvement target with 32% scoring proficient or advanced in Spring 2025 PSSA ELA Assessment.
All student group performance improved from 17.9% scoring proficient or advanced in 2024 to 23.8% scoring proficient or advanced in 2025 on the PSSA Math assessments, but still well below statewide goal (71.8%) and below statewide average performance (41.7%)
Students with disabilities subgroup performance decreased from 11.8% scoring at least proficient in 2024 to 8.8% scoring at least proficient in 2025 on the PSSA ELA assessment.
Economically disadvantaged subgroup performance declines from 31.8% scoring at least proficient in 2024 to 22% scoring at least proficient in 2025 on the PSSA ELA assessment, while we know that subgroup of students is continuously increasing in number.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady Reading - All Student Group K-8 - On or Above Grade Level	Beginning of year: 49%; End of year: 58% *EOY group 22 more students than BOY
iReady Reading - All Student Group K-8 - One or More Grade Levels Below	Beginning of year: 51%; End of year: 42% *EOY group 22 more students than BOY
CDT Reading - All Student Group 3-8 "Green" or above (Proficient by EOY)	Beginning of year: 27%; Middle of year: 34%
CDT Reading - All Student Group 3-8 "Red" (Not proficient by EOY)	Beginning of year: 73%; Middle of year: 66%
CDT Writing - All Student Group 3-8 "Green" or above (Proficient by EOY)	Beginning of year: 23%; Middle of year: 30%
CDT Writing - All Student Group 3-8 "Red" (Not proficient by EOY)	Beginning of year: 77%; Middle of year: 70%
iReady Reading - All Student Group K-8 - Annual Growth	Median percent progress towards Typical Growth was 114%. *EOY group has 22 more students than BOY
Firefly Reading/ELA - All Student Group 3-8 EOY Assessment	Support Needed - 74%; Near Target - 23%; Prepared - 3%
DIBELS - All Student Group K-6 - Below or Well Below Benchmark	Beginning of year: 44%; End of year: 33%
DIBELS - All Student Group K-6 - At or Above Benchmark	Beginning of year: 56%; End of year: 67%

English Language Arts Summary

Strengths

Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students. General education teachers implement additional student-led tasks to encourage critical thinking, social skills, and academic language acquisition.
District is continuing the Reading Coach position for the 2026-2027 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary.
District adopted new phonics and reading curriculums since the 2022-2023 school year, adding elements on each year. Curriculum reviews are taking place this year in grades K-3, with a new reading curriculum in place in grades 4-8

Challenges

The biggest challenge for the 2026-2027 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.
Providing support to teachers so that new curriculums are implemented with efficacy to reach all students groups in all classes and grade levels.
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom. Incentive program to continue in 2026-2027 school year.
Ensuring all students are completing diagnostic evaluations from iReady and DIBELS so we have accurate All Student Group data. Improvement made from 2024-2025 school year, but there is still a gap.

Mathematics

Data	Comments/Notable Observations

iReady Math - All Student Group K-8 - On or Above Grade Level	Beginning of year: 15%; End of year: 52% *EOY group 22 more students than BOY
iReady Math- All Student Group K-8 - One or More Grade Levels Below	Beginning of year: 85%; End of year: 48% *EOY group 22 more students than BOY
iReady Math - All Student Group K-8 - Annual Growth	Median percent progress towards Typical Growth was 96%. *EOY group has 22 more students than BOY
CDT Math - All Student Group 3-8 "Green" or above (Proficient by EOY)	Beginning of year: 5%; Middle of year: 16%
CDT Math - All Student Group 3-8 "Red" (Not proficient by EOY)	Beginning of year: 95%; Middle of year: 84%
Firefly Mathematics - All Student Group 3-8 EOY Assessment	Support Needed: 83%; Near Target: 14%; Prepared: 3%

Mathematics Summary

Strengths

Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students. General education teachers implement additional student-led tasks to encourage critical thinking, social skills, and academic language acquisition.
District is continuing the additional diagnostic assessments for the 2026-2027 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary.
District adopted new diagnostic program for 2025-2026 to give more insight to teachers of areas of concern. Data will be collected and distributed more consistently and with purpose.

Challenges

The biggest challenge for the 2026-2027 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.
Concern of stagnant data points and lack of growth in local assessment, state assessment, benchmark diagnostics. Identifying where the gaps are located.
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom. Incentive program to continue in 2026-2027 school year.
Ensuring all students are completing diagnostic evaluations from iReady so we have accurate All Student Group data. Improvement made from 2024-2025 school year, but there is still a gap.

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
CDT Science - All Student Group 3-8 "Green" or above (Proficient by EOY)	Beginning of year: 23%; Middle of year: 30%
CDT Science - All Student Group 3-8 "Red" (Not proficient by EOY)	Beginning of year: 77%; Middle of year: 70
Firefly Science - All Student Group 3-8 EOY Assessment	Support Needed: 57%; Near Target: 23%; Prepared: 20%

Science, Technology, and Engineering Education Summary

Strengths

Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students. General education teachers implement additional student-led tasks to encourage critical thinking, social skills, and academic language acquisition.

District is dedicated to implementing new STEELS standards appropriately and teacher leaders have attended trainings and curriculum mapping meetings to ensure smooth transition. New curriculum and new diagnostic/benchmark data points to support instruction will hopefully reflect improvements in 2026 data and on.
District restructured the staff to give more specialized science instruction at a younger grade level.

Challenges

The biggest challenge for the 2026-2027 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.
Effectively teaching and implementing the new Science STEELS standards, on top of the restructuring of our teaching staff, and finding a curriculum that is better aligned with STEELS.
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom. Incentive program to continue in 2026-2027 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index Career Standards Benchmark Data for 2024-2025 - 98.2%	Data is higher than the statewide average of 91.5% and the statewide performance standard of 98%

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.

Future Ready Index Career Standards Benchmark Data for 2024-2025 - 98.2% - higher than statewide average and statewide performance standard

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

N/A - No applicable challenges in this area

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
No Future Ready Index Indicator	Insufficient sample in the district for the 2024-2025 school year.

Students with Disabilities

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

Data	Comments/Notable Observations
All Student Future Ready Index for Proficient Advanced ELA Spring 2025	Student subgroup scored proficient or advanced at 8.8%. This is lower than the school average (32%), lower than the statewide average (49.9%) and far lower than the statewide goal (81.1%). This is also a decrease from the previous year (11.8%).
All Student Future Ready Index for Proficient Advanced Mathematics Spring 2025	Student subgroup scored proficient or advanced at 5.9%. This is lower than the school average (23.8%), lower than the statewide average (41.7%) and far lower than the statewide goal (71.8%). This is an increase from the school's score in this area and subgroup from 2.9%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
All Student Future Ready Index for Proficient Advanced ELA Spring 2025	Student subgroup scored proficient or advanced at 22.0%. This is lower than the school average (32%), lower than the statewide average (49.9%) and far lower than the statewide goal (81.1%). This is also a decrease from the previous year (31.8%).
All Student Future Ready Index for Proficient Advanced Mathematics Spring 2025	Student subgroup scored proficient or advanced at 15.9%. This is lower than the school average (23.8%), lower than the statewide average (41.7%) and far lower than the statewide goal (71.8%). This is an increase from the school's score in this area and subgroup from 12.9%

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.

Commitment to all student success by school board, administration, teachers, and staff.
Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich all students.
More resources are available (Reading Coach, Mathematics Coach, and several classroom aids who are certified teachers) in the 2023-2024 and 2024-2025 school year.
An SEL curriculum, full-time guidance counselor and new sensory room that will help overcome social emotional barriers to open students up to learning.
Slight improvement in Mathematics across all district subgroups.

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.

Low enrollment versus students assessed often indicates a greater deficiency than actually exists. 1 or 2 students can represent a 5% proficiency level change.

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	Exemplary
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	Exemplary

Empower Leadership

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

Provide Student-Centered Support Systems

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

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	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

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Staff will use results and data from various assessments including: report cards, portfolios, i-Ready Diagnostic Software, DIBELS, CDT, PSSA, Future Ready Index and PVAAS to monitor and adjust student academic needs for regular education students and students with disabilities.
Support of the Board of Directors and Superintendent that allow for programs to promote academic, behavior and emotional success of all students.

For the 2026-2027 school year, grant funding will allow the district to greatly increase their involvement in the Youth Ambassadors of Pennsylvania (YAP) program that will take groups of middle schoolers to events focusing on leadership, mental health, educational or other important elements. The same grant funding has helped the District obtain a therapy dog and was used to update the sensory room. This space has been drastically improved for increasing social emotional needs of our students, particularly elementary students. This room will be used in sensory diets for students whom it will help.
There is a committee of staff members that have volunteered to organize some kind of community/family out-reach event at least once every other month, more if possible.
Annual Federal Programs Funding: Title I allows for the hiring of 2 full time teachers, nonpublic support, and instructional supplies, a portion of the salary for a full-time Kindergarten teacher, and a portion of the salary for a full-time guidance counselor and supplies for guidance.

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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Finding ways to increase parental involvement; develop a parent organization.
Expanding ways to utilize the school as the focal point of the community. We've implement more family events in 2025-2026 school year. Currently we are doing a fair job but the need to expand is still evident.
Enhance programs for students both during the school day and after. These programs may include clubs, extracurricular activities, and/or evening events for students and their families.
Maintain programs and services that were put in place with the expiring ESSERS funding source.

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
African-American/Black performance improved from 8.8% scoring at least proficient in 2024 to 20.6% scoring at least proficient in 2025.	False
All student group performance improved from 17.9% scoring proficient or advanced in 2024 to 23.8% scoring proficient or advanced in 2025 on the PSSA Math assessments.	False
All Student group exceeds performance standard for Career Standard Benchmark, with 98.2% of students meeting standards in 2025, an improvement from 96% in 2024.	False
Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.	True
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students. General education teachers implement additional student-led tasks to encourage critical thinking, social skills, and academic language acquisition.	True
District is continuing the Reading Coach position for the 2026-2027 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary.	True
District adopted new phonics and reading curriculums since the 2022-2023 school year, adding elements on each year. Curriculum reviews are taking place this year in grades K-3, with a new reading curriculum in place in grades 4-8	True
Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.	False
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students. General education teachers implement additional student-led tasks to encourage critical thinking, social skills, and academic language acquisition.	False
District is continuing the additional diagnostic assessments for the 2026-2027 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary.	False
District adopted new diagnostic program for 2025-2026 to give more insight to teachers of areas of concern. Data will be collected and distributed more consistently and with purpose.	True
Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.	False
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students. General education teachers implement additional student-led tasks to encourage critical thinking, social skills, and academic language acquisition.	False
District is dedicated to implementing new STEELS standards appropriately and teacher leaders have attended trainings and curriculum mapping meetings to ensure smooth transition. New curriculum and new diagnostic/benchmark data points to support instruction will hopefully reflect improvements in 2026 data and on.	False
Future Ready Index Career Standards Benchmark Data for 2024-2025 - 98.2% - higher than statewide average and statewide performance standard	True
District restructured the staff to give more specialized science instruction at a younger grade level.	False
Commitment to all student success by school board, administration, teachers, and staff.	True
Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich all students.	False

More resources are available (Reading Coach, Mathematics Coach, and several classroom aids who are certified teachers) in the 2023-2024 and 2024-2025 school year.	False
An SEL curriculum, full-time guidance counselor and new sensory room that will help overcome social emotional barriers to open students up to learning.	False
Slight improvement in Mathematics across all district subgroups.	False
Staff will use results and data from various assessments including: report cards, portfolios, i-Ready Diagnostic Software, DIBELS, CDT, PSSA, Future Ready Index and PVAAS to monitor and adjust student academic needs for regular education students and students with disabilities.	True
Support of the Board of Directors and Superintendent that allow for programs to promote academic, behavior and emotional success of all students.	True
For the 2026-2027 school year, grant funding will allow the district to greatly increase their involvement in the Youth Ambassadors of Pennsylvania (YAP) program that will take groups of middle schoolers to events focusing on leadership, mental health, educational or other important elements. The same grant funding has helped the District obtain a therapy dog and was used to update the sensory room. This space has been drastically improved for increasing social emotional needs of our students, particularly elementary students. This room will be used in sensory diets for students whom it will help.	True
There is a committee of staff members that have volunteered to organize some kind of community/family out-reach event at least once every other month, more if possible.	True
Annual Federal Programs Funding: Title I allows for the hiring of 2 full time teachers, nonpublic support, and instructional supplies, a portion of the salary for a full-time Kindergarten teacher, and a portion of the salary for a full-time guidance counselor and supplies for guidance.	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
All student group did not meet interim goal/improvement target with 32% scoring proficient or advanced in Spring 2025 PSSA ELA Assessment.	True
All student group performance improved from 17.9% scoring proficient or advanced in 2024 to 23.8% scoring proficient or advanced in 2025 on the PSSA Math assessments, but still well below statewide goal (71.8%) and below statewide average performance (41.7%)	True
Students with disabilities subgroup performance decreased from 11.8% scoring at least proficient in 2024 to 8.8% scoring at least proficient in 2025 on the PSSA ELA assessment.	False
Economically disadvantaged subgroup performance declines from 31.8% scoring at least proficient in 2024 to 22% scoring at least proficient in 2025 on the PSSA ELA assessment, while we know that subgroup of students is continuously increasing in number.	False
Muti-racial subgroup performance declined from 27.4% scoring at least proficient in 2024 to 22.8% scoring at least proficient in 2025 on the PSSA ELA assessment.	False
The biggest challenge for the 2026-2027 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.	True
Providing support to teachers so that new curriculums are implemented with efficacy to reach all students groups in all classes and grade levels.	True
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom. Incentive program to continue in 2026-2027 school year.	False

Ensuring all students are completing diagnostic evaluations from iReady and DIBELS so we have accurate All Student Group data. Improvement made from 2024-2025 school year, but there is still a gap.	True
The biggest challenge for the 2026-2027 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.	False
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom. Incentive program to continue in 2026-2027 school year.	True
Ensuring all students are completing diagnostic evaluations from iReady so we have accurate All Student Group data. Improvement made from 2024-2025 school year, but there is still a gap.	False
The biggest challenge for the 2026-2027 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.	False
N/A - No applicable challenges in this area	False
Finding ways to increase parental involvement; develop a parent organization.	True
Effectively teaching and implementing the new Science STEELS standards, on top of the restructuring of our teaching staff, and finding a curriculum that is better aligned with STEELS.	False
Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom. Incentive program to continue in 2026-2027 school year.	False
Concern of stagnant data points and lack of growth in local assessment, state assessment, benchmark diagnostics. Identifying where the gaps are located.	False
Low enrollment versus students assessed often indicates a greater deficiency than actually exists. 1 or 2 students can represent a 5% proficiency level change.	False
With all other student subgroups at least slightly increasing, the students with disabilities decreased from 2023-2024 at 71.4% to 69.2% in 2024-2025	False
All student group did not meet performance standard of 94.1%, not the statewide average of 79.6%, but increase took place from 2023-2024 (74.0%) to 76.4% in 2024-2025. 2023-2024 74.0% 2024-2025 76.4%	True
Expanding ways to utilize the school as the focal point of the community. We've implement more family events in 2025-2026 school year. Currently we are doing a fair job but the need to expand is still evident.	True
Enhance programs for students both during the school day and after. These programs may include clubs, extracurricular activities, and/or evening events for students and their families.	True
Maintain programs and services that were put in place with the expiring ESSERS funding source.	False

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
All student group did not meet interim goal/improvement target with 32% scoring proficient or advanced in Spring 2025 PSSA ELA Assessment.	Increase standard of growth in ELA in early years and open discussion to why the transition between grade levels/teachers is not currently effective. Closely monitor local assessment data to determine academic focus. Data review by staff. New curriculum for grades 4-8 implemented in 2026-2027 school year and programs continuing to be reviewed for grades K-3.	True
All student group performance improved from 17.9% scoring proficient or advanced in 2024 to 23.8% scoring proficient or advanced in 2025 on the PSSA Math assessments, but still well below statewide goal (71.8%) and below statewide average performance (41.7%)	Curricular changes are began in Mathematics for the 2025-2026 to a more standards-aligned curriculum that scores higher in all areas, including usability. The second year of implementation will hopefully provide more fidelity in the curriculum implementation.	True
Finding ways to increase parental involvement; develop a parent organization.	Parents feel if their child isn't having behavioral problems or failing, everything is fine. We want to increase activities for evenings and increase overall parental involvement in student learning and education.	False
Expanding ways to utilize the school as the focal point of the community. We've implement more family events in 2025-2026 school year. Currently we are doing a fair job but the need to expand is still evident.	Increasing evening events, and providing expectations to staff about frequent parent communication, both positive and negative.	False
Enhance programs for students both during the school day and after. These programs may include clubs, extracurricular activities, and/or evening events for students and their families.	After school clubs were a success last year, with positive parent feedback - plans to continue in the 2026-2027 and grow this program to other grade levels, and provide more opportunities each week for students.	False
The biggest challenge for the 2026-2027 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.		False
Providing support to teachers so that new curriculums are implemented with efficacy to reach all students groups in all classes and grade levels.	Support newly hired teachers, and all staff, to implement new curriculums. Since 2022, the reading, mathematics and science curriculums have all been slowly transitioned to new programs with better alignment to standards and better scoring across the board. A new induction program implemented in 2025-2026 for new teachers will continue into year two for new hires from last year.	False
Ensuring all students are completing diagnostic evaluations from iReady and DIBELS so we have accurate All Student Group data. Improvement made from 2024-2025 school year, but there is still a gap.	District and building administration continue clear expectation. Each year, this area improves and we want to keep going in that direction.	False

Providing behavioral and emotional supports to teachers to navigate the increasing behavioral needs found in the classroom. Incentive program to continue in 2026-2027 school year.	Newly hired behavior specialist for 2024-2025 school year will continue her role for 2026-2027 school year. She led the implementation of a schoolwide positive incentive program in 2025-2026 which was successful. The district is building on that program for the 2026-2027 school year. SAP program will continue efforts	True
All student group did not meet performance standard of 94.1%, not the statewide average of 79.6%, but increase took place from 2023-2024 (74.0%) to 76.4% in 2024-2025. 2023-2024 74.0% 2024-2025 76.4%	Enforcement of Attendance Policy across grade levels. Increase the number of Truancy Elimination Plan meetings. Expand resource knowledge and services available to our families.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Future Ready Index Career Standards Benchmark Data for 2024-2025 - 98.2% - higher than statewide average and statewide performance standard	New curriculum and new organization of teachers for 2023-2024 school year.
Staff will use results and data from various assessments including: report cards, portfolios, i-Ready Diagnostic Software, DIBELS, CDT, PSSA, Future Ready Index and PVAAS to monitor and adjust student academic needs for regular education students and students with disabilities.	Commitment by staff to analyze data. Administration must see to it that staff has time to collaborate.
Support of the Board of Directors and Superintendent that allow for programs to promote academic, behavior and emotional success of all students.	Support newly hired teachers, and all staff, to implement new curriculums. Since 2022, the reading, mathematics and science curriculums have all been slowly transitioned to new programs with better alignment to standards and better scoring across the board
For the 2026-2027 school year, grant funding will allow the district to greatly increase their involvement in the Youth Ambassadors of Pennsylvania (YAP) program that will take groups of middle schoolers to events focusing on leadership, mental health, educational or other important elements. The same grant funding has helped the District obtain a therapy dog and was used to update the sensory room. This space has been drastically improved for increasing social emotional needs of our students, particularly elementary students. This room will be used in sensory diets for students whom it will help.	The district strives to reach more than just academics.
There is a committee of staff members that have volunteered to organize some kind of community/family out-reach event at least once every other month, more if possible.	Community and family-involved start of the school year activities.
Annual Federal Programs Funding: Title I allows for the hiring of 2 full time teachers, nonpublic support, and instructional supplies, a portion of the salary for a full-time Kindergarten teacher, and a portion of the salary for a full-time guidance counselor and supplies for guidance.	Important funding that continues Reading Coach position, allows us to keep class sizes smaller and expand the guidance counselor to full time.
Committed Teachers and Staff to use all available resources to support student academics. Growth is evident.	Each student is viewed as everyone's student. There is no labeling of "that is your student".
Learning Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students. General education teachers implement additional student-led tasks to	Each student is viewed as everyone's student. There is no labeling of "that is your student".

encourage critical thinking, social skills, and academic language acquisition.	
District is continuing the Reading Coach position for the 2026-2027 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary.	There has been growth on the benchmark assessments each year the Reading Coach has evaluated grades K-6 and pulled intervention groups as the results highlighted students at risk.
District adopted new phonics and reading curriculums since the 2022-2023 school year, adding elements on each year. Curriculum reviews are taking place this year in grades K-3, with a new reading curriculum in place in grades 4-8	Gathering data and being able to pull students and help teachers when necessary, will continue to be a strength as we try to close the learning gap.
District adopted new diagnostic program for 2025-2026 to give more insight to teachers of areas of concern. Data will be collected and distributed more consistently and with purpose.	Gathering data and being able to pull students and help teachers when necessary, will continue to be a strength as we try to close the learning gap.
Commitment to all student success by school board, administration, teachers, and staff.	Each student is viewed as everyone's student. There is no labeling of "that is your student".

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Increase standard of growth in ELA in early years and open discussion to why the transition between grade levels/teachers is not currently effective. Closely monitor local assessment data to determine academic focus. Data review by staff.
	Increase standard of growth in Math in early years and open discussion to why the transition from grade 3 to 4 is not currently effective. Closely monitor local assessment data to determine academic focus. Data review by staff.
	Increase accessibility to behavior specialist and other SEL and behavioral supports
	Enforcement of Attendance Policy across grade levels. Increase the number of Truancy Elimination Plan meetings. Expand resource knowledge and services available to our families.

Goal Setting

Priority: Increase standard of growth in ELA in early years and open discussion to why the transition between grade levels/teachers is not currently effective. Closely monitor local assessment data to determine academic focus. Data review by staff.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
End decline in local assessment ELA scores and improve all performance levels in all student sub-groups using diagnostic data, and Tier 2 and Tier 3 interventions through the Literacy Coach, and new curriculum implementation.			
Measurable Goal Nickname (35 Character Max)			
Improve ELA Proficiency			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Diagnostic assessments used to identify specific learning gaps.	65% of student body on grade level	70% of student body on grade level	75% of student body on grade level

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Increase diagnostic results by 10% of all student group testing at or above grade level. Increase percentage of "Early Indicators of Success" for Grade 3 ELA by the end of 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
Improve Early Literacy			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Conduct diagnostic testing: DIBELS, iReady, and Classroom Diagnostic Tools Evaluate data and adjust instruction.	Evaluate data and adjust instruction based on results Conduct tier 2 and 3 interventions for at-risk students.	Conduct diagnostic testing: DIBELS, iReady, and Classroom Diagnostic Tools Evaluate data and adjust instruction. Continue tier 2 and 3 interventions.	Increase percentage of "Early Indicators of Success" for Grade 3 to at least 65%.

Priority: Increase standard of growth in Math in early years and open discussion to why the transition from grade 3 to 4 is not currently effective. Closely monitor local assessment data to determine academic focus. Data review by staff.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
End decline in local assessment Math scores and improve all performance levels in all student sub-groups using diagnostic data, and Tier 2 and Tier 3 interventions through the Mathematics Coach, diagnostic tools, and new curriculum implementation.			
Measurable Goal Nickname (35 Character Max)			
Improve Mathematics Proficiency			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Diagnostic assessments used to identify specific learning gaps.	70% of student body on grade level	75% of student body on grade level	80% of student body on grade level

Priority: Increase accessibility to behavior specialist and other SEL and behavioral supports

Outcome Category
School climate and culture

Measurable Goal Statement (Smart Goal)			
Effectively identify at-risk students in terms of academic and/or social emotional needs			
Measurable Goal Nickname (35 Character Max)			
Monitor and Identify At-Risk Students			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Academic diagnostic beginning of the year assessments Screen for Strengths through Ripple Effects Implement Positive Behavior Incentive Program	Continue monitoring student behavior and academic needs Continue Positive Behavior Incentive Program	Academic diagnostic middle of the year assessments Screen for Strengths through Ripple Effects Continue Positive Behavior Incentive Program	Academic diagnostic end of the year assessments Continue and Evaluate Positive Behavior Incentive Program

Priority: Enforcement of Attendance Policy across grade levels. Increase the number of Truancy Elimination Plan meetings. Expand resource knowledge and services available to our families.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Increase Regular Attendance based on PIMS, Future Ready Data, and TIPS meetings.			
Measurable Goal Nickname (35 Character Max)			
Improve Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
TIPS cases maximum 5 Truancy cases maximum 0	TIP cases maximum 8 Truancy cases maximum 1	TIP cases maximum 12 Truancy cases maximum 3	TIP cases maximum 15 Truancy cases maximum 5 Improvement to 80% student not habitually truant based on PVAAS data.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
Identify students with social and emotional needs from grades K4-8 and provide with necessary services and supports.			
Measurable Goal Nickname (35 Character Max)			
Social Emotional Learning and Development			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Introduce and implement: Ripple Effects SEL curriculum, Prevention Network programs, Therapy Dog program, YAP for grades 6-8	Conduct Screen for Strengths for Kids and Teens, based on Grade Level Evaluate data	Safe 2 Say and Signs of Suicide programs for middle school students, continue Prevention and Ripple Effects programs for elementary	Conduct Screen for Strengths for Kids and Teens, based on Grade Level Evaluate data

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Identify Students needing family-based services from students grades K4-8 and provide resources.			
Measurable Goal Nickname (35 Character Max)			
Family-Based Services and Resources			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Provide county and other local resources to parent and families at Open House event. Conduct Parent Survey.	Hold community events and provide resources for Veterans and Grandparents for the holidays.	Conduct school climate survey and provide resources at Book Fair and Story Walk.	Provide county and other local resources at Family Night/Art Show.

Action Plan

Measurable Goals

Improve ELA Proficiency	Improve Early Literacy
	Improve Mathematics Proficiency
Monitor and Identify At-Risk Students	Improve Attendance
Social Emotional Learning and Development	Family-Based Services and Resources

Action Plan For: Increase ELA Proficiency

Measurable Goals:

- End decline in local assessment ELA scores and improve all performance levels in all student sub-groups using diagnostic data, and Tier 2 and Tier 3 interventions through the Literacy Coach, and new curriculum implementation.
- Increase diagnostic results by 10% of all student group testing at or above grade level. Increase percentage of "Early Indicators of Success" for Grade 3 ELA by the end of 2025-2026 school year.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Use of Amplify/DIBELS and iReady diagnostic tools to closely monitor progress, identify students at-risk of falling behind, and provide interventions for students in need		2026-08-26	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Justine Long, Reading/Literacy Coach	Amplify/DIBELS diagnostic tool iReady program Ready Reading curriculum Reading Horizons curriculum	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement new Ready Reading standards-aligned program to supplement Reading Horizons phonics and fluency program and provide more streamlined instruction between grade levels and to integrate into iReady online program		2026-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Justine Long, Reading/Literacy Coach Sarah Saut, Director of Curriculum and Compliance	Ready Reading	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement new Emerge! and Summit! Reading Comprehension programs to supplement Reading program and provide more standards-based instruction for grades 4-8.		2026-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Justine Long, Reading/Literacy Coach Sarah Saut, Director of Curriculum and Compliance	Emerge! curriculum Summit! curriculum	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improve early literacy skills starting in Kindergarten, identify students at-risk earlier, and improve overall proficiency in ELA in local and state assessment.	Sarah Saut, review data at each diagnostic point, and bi-weekly check in with intervention groups

Action Plan For: Increase Mathematics Proficiency

Measurable Goals:
• End decline in local assessment Math scores and improve all performance levels in all student sub-groups using diagnostic data, and Tier 2 and Tier 3 interventions through the Mathematics Coach, diagnostic tools, and new curriculum implementation.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Use of iReady, CDT, and Firefly benchmark and diagnostic tools to closely monitor progress, identify students at-risk of falling behind, and provide interventions for students in need		2026-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Justine Long, Mathematics Coach Marley Hoffman, Grades 4-5 Mathematics Teacher Curt Frasier, Grades 6-8 Mathematics Teacher	iReady program Go Math Curriculum	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continue implementation of new Into Math mathematics program and provide more streamlined instruction between grade levels and more efficacy in instruction and to integrate into iReady online program		2026-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Justine Long, Mathematics Coach Sarah Saut, Director of Curriculum and Compliance	Into Math curriculum	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Integrate and implement student-led tasks during mathematics lessons to encourage collaboration and fuller understanding of concepts using manipulatives, productive talk, problem solving skills.		2026-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Sarah Saut, Director of Curriculum and Compliance Justine Long, Mathematics Math Teachers	N/A	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improve transition between grade levels, identify students at-risk earlier, and improve overall proficiency in Mathematics in local and state assessments.	Sarah Saut and Justine Long, review data at each diagnostic point, and bi-weekly check in with intervention groups

Action Plan For: Social Emotional Learning and Curriculum

Measurable Goals:
• Effectively identify at-risk students in terms of academic and/or social emotional needs

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Ripple Effects program implemented in the classrooms daily for 15-20 minutes.		2026-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Will Leavell, Student Services Coordinator	Ripple Effects SEL Curriculum	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Social Emotional Learning will be addressed as needed by the full-time Guidance Counselor and Behavior Specialist		2026-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Katie Parks, full-time Guidance Counselor Breonna Kopac, Special Education Coordinator and Behavior Specialist	SEL Supplemental Materials	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
GoGuardian Beacon program will be implemented for a third year - live monitoring of at-risk students		2026-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Katie Parks, full-time Guidance Counselor Will Leavell, student services coordinator Sarah Saut, Director of Curriculum and Compliance	GoGuardian Beacon	No	

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

Prevention Network programs, SoS, Safe2Say, and other preventative programs will be implemented across appropriate grade levels		2026-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Katie Parks, full-time Guidance Counselor Sarah Saut, Director of Curriculum and Compliance	Prevention Network services and county programs of SoS, S2S	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Disciplinary referrals will decrease and those taking advantage of the Prevention and therapy services provided by the district will increase. Students at-risk of self-harm and/or suicidal ideation/behavior will be identified early and interventions will be implemented.	Teachers will implement Ripple Effects into the daily schedule for 15-20 minutes, with reinforcement lessons by Will Leavell based on teacher and admin reports. GoGuardian will be monitored daily by Katie Parks, Will Leavell, and Sarah Saut. Katie Parks will check in with teachers weekly or bi-weekly, reviewing all information with the district's SAP team.

Action Plan For: Increase Attendance

Measurable Goals:
• Increase Regular Attendance based on PIMS, Future Ready Data, and TIPS meetings.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Attendance Intervention Suite (AIS), with additional training taking place Summer of 2025 and Schoolwide Positive Behavior Incentive Program.		2026-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Katie Parks, Guidance Counselor Breonna Kopac, Special Education Coordinator and Behavior Specialist Sarah Saut, Director of Curriculum and Compliance	PowerSchool Attendance Intervention Suite	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Attendance will increase and overall TIPS meeting and truancy referrals will decrease	Monthly attendance updates will be sent to parents, parents will receive notice when a student is absent, another notice when thresholds are met, and there will be bi-weekly checks by Katie Parks, Guidance Counselor

Action Plan For: Social Emotional Learning Curriculum

Measurable Goals:
• Identify students with social and emotional needs from grades K4-8 and provide with necessary services and supports.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Social Emotional Learning Curriculum, lunch bunch and Prevention programs		2026-09-01	2027-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Katie Parks, Guidance Counselor Sarah Saut, Director of Curriculum and Compliance	Ripple Effects, Prevention Network programming, Community outreach	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Consistent implementation of social emotional learning curriculum and Prevention programming will increase social emotional development of the students and increase awareness of concerning behavior.	Ripple Effects usage and Screen for Strengths will be monitored and reviewed monthly, pre and posts tests will be conducted and reviewed, and weekly Prevention lessons will take place with a separate pre and post test

Action Plan For: Increase Family Engagement

Measurable Goals:

- Effectively identify at-risk students in terms of academic and/or social emotional needs
- Identify students with social and emotional needs from grades K4-8 and provide with necessary services and supports.
- Identify Students needing family-based services from students grades K4-8 and provide resources.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct family engagement events - two per quarter		2026-08-24	2027-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Sarah Saut, Director of Curriculum and Compliance	Community resources, outreach and engagement	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increase in parent and family engagement and feedback, increase opportunities for families and parents to receive resources and support when needed	Feedback surveys and sign-in sheets at all events

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	• Increase ELA Proficiency • Increase Mathematics Proficiency • Social Emotional Learning and Curriculum	Salary for full-time mathematics and literacy coach	76500	
Instruction	• Increase ELA Proficiency • Increase Mathematics Proficiency • Social Emotional Learning and Curriculum	Benefits for full-time mathematics and literacy coach	42807.11	
Instruction	• Increase ELA Proficiency • Increase Mathematics Proficiency • Social Emotional Learning and Curriculum	Salary for full-time K-3 teacher	48000	
Other Expenditures	• Increase ELA Proficiency • Increase Mathematics Proficiency • Social Emotional Learning and Curriculum	Instructional and support supplies grades K4 through 8.	486.89	
Title II.A and Title IV.A Transfer Funds	• Increase ELA Proficiency • Increase Mathematics Proficiency	Funds allocated to first grade teacher's salary to support Title IA programs and instruction	17947	

	• Social Emotional Learning and Curriculum			
Title II.A and Title IV.A Transfer Funds	• Social Emotional Learning and Curriculum	Salary to suplement Title IA Program for full-time guidance counselor	13113	
Total Expenditures				198854

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase ELA Proficiency	Implement new Emerge! and Summit! Reading Comprehension programs to supplement Reading program and provide more standards-based instruction for grades 4-8.
Increase Mathematics Proficiency	Integrate and implement student-led tasks during mathematics lessons to encourage collaboration and fuller understanding of concepts using manipulatives, productive talk, problem solving skills.

Student-Led Tasks

Action Step		
• Integrate and implement student-led tasks during mathematics lessons to encourage collaboration and fuller understanding of concepts using manipulatives, productive talk, problem solving skills.		
Audience		
Teachers and staff		
Topics to be Included		
Productive talk, productive struggle, brain research, student-led tasks		
Evidence of Learning		
Pre and post surveys, culminating activities		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Sarah Saut, Director of Curriculum and Compliance	2026-07-20	2027-03-30

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Quarterly
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 2a: Creating an Environment of Respect and Rapport • 2c: Managing Classroom Procedures • 2e: Organizing Physical Space • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Emerge! and Summit!

Action Step		
• Implement new Emerge! and Summit! Reading Comprehension programs to supplement Reading program and provide more standards-based instruction for grades 4-8.		
Audience		
ELA Teachers grades 4-8		
Topics to be Included		
Effective implementation of the new reading curricula - Emerge! and Summit!		
Evidence of Learning		
Pre and post surveys, classroom walkthroughs and observations, diagnostic and benchmark data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Justine Long, Reading Coach Sarah Saut, Director of Curriculum and Compliance	2026-08-26	2027-06-04

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Twice - BOY and MOY
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 4e: Growing and Developing Professionally • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
• Schoolwide Plan Signature Page 26-27.pdf

Chief School Administrator	**Date**
Sean Tanner	2026-10-26
Building Principal Signature	**Date**
Sean Tanner	2026-10-26
School Improvement Facilitator Signature	**Date**
Sarah Saut	2026-10-26