

Profile and Plan Essentials

School		AUN/Branch
Chester Upland School of the Arts		125231232
Address 1		
501 W. 9th Street		
Address 2		
City	State	Zip Code
Chester	PA	19013
Chief School Administrator		Chief School Administrator Email
Latrice N. Mumin, Ed.D.		lmumin@chesteruplandsd.org
Principal Name		
Alonzo Loper, Jr.		
Principal Email		
aloper@chesteruplandsd.org		
Principal Phone Number		Principal Extension
(610) 447-3777		3201
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Stottlemeyer		hstottlemeyer@dcIU.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Alonzo Loper, Jr.	Principal	CUSA - Principal	aloper@chesteruplandsd.org
Vanessa Odom	Principal	CUSA - Assistant Principal	vodom@chesteruplandsd.org
Latrice Mumin	Chief School Administrator	CUSD - Superintendent	lmumin@chesteruplandsd.org
Khalid Sutton	District Level Leaders	CUSD Assistant Superintendent	ksutton@chesteruplandsd.org
Carlena Parker	District Level Leaders	CUSD Chief Academic Officer	cparker@chesteruplandsd.org
Sharay Barnes	Teacher	CUSA School Counselor	shbarnes@chesteruplandsd.org
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Nicole Hessler	Teacher	CUSA Special Educator	nhessler@chesteruplandsd.org
Eros Uthman Olukokun	District Level Leaders	K-8 Supervisor	euthmanolukokun@chesteruplandsd.org

Vision for Learning

Vision for Learning

Chester Upland School of the Arts is committed to creating an equitable school environment that demonstrates CUSD's stand, "every student and every adult feels cared for, valued, and supported every hour of every day." This goal is reached through developing a partnership with stakeholders collectively working to build a diverse perspective and collaborative team approach, so all voices are heard, honored, and included when developing and executing our school's mission and goals. As a school of integrated and performing arts, CUSA educates the whole child and exposes students, staff, and families to a wide range of artistic traditions, cultures, and perspectives. CUSA believes in a team approach to ensure that all of our children reach their fullest potential. We place the highest priority on consistent support for student achievement, so all of our students work towards attaining grade level or higher performance levels each year in preparation for middle school. We also strive to inspire a passion for lifelong learning and the development of future contributors for a better global society.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The percentage of students scoring proficient or advanced in English Language Arts/Literature increased from 11.4% in 2022–23 to 19.6% in 2023–24.	Proficiency was 8.2% in 2021–22, showing a steady increase each year.
The percentage of students scoring proficient or advanced in Mathematics increased from 3.6% in 22-23 to 5.6% in 23-24.	Since 2020–21, when only 1.0% of students scored proficient or advanced, the percentage has increased each year.
The English Language Arts/Literature academic growth score for all students rose to 99.0—well above the statewide average of 75.4 and exceeding the state growth standard of 70.0.	Data from previous years show an upward trend, with scores increasing from 76.0 in 2021–22 to 88.0 in 2022–23.

Challenges

Indicator	Comments/Notable Observations
Although the English Language Arts/Literature proficiency rate increased to 19.6%, it remains significantly below the statewide average of 53.9%.	Despite steady improvement, the school's proficiency rate is less than half the state average, highlighting a continued need for targeted instructional support and intervention.
While the Mathematics/Algebra proficiency rate rose to 5.6%, it remains far below the statewide average of 40.2%.	Although students are still demonstrating above-average growth, the drop from a perfect score suggests a slowdown in momentum, signaling a need to reassess and reinforce effective instructional strategies.
The Mathematics/Algebra growth score for all students is 79.0, which exceeds both the statewide average of 74.9 and the state growth standard of 70.0. However, this reflects a decline from the previous year's perfect score of 100.0.	The Science/Biology academic growth score of 57.0 in the 22-23 school year, marking the second consecutive year of decline, underscores an urgent need for intervention. CUSA will analyze the factors contributing to this continued decrease, such as instructional practices, curriculum alignment, and student engagement strategies. By identifying these issues

	and implementing targeted improvements, the school can work towards reversing the downward trend and enhancing overall student growth in science.
In 2023–24, only 33.6% of students had regular attendance—a decline of 20 percentage points since 2018–19.	Regular attendance has steadily declined over the past five years, with fewer than one-third of students now attending consistently, which likely impacts both academic performance and school climate.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator In ELA/Literature, the Black subgroup scored 18.6% proficient or advanced, the economically disadvantaged group scored 20.0%, and the combined ethnicity group scored 19.0%. These scores show consistency with the overall student group, which scored 19.6%. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations The proficiency rates for these subgroups are closely aligned with the overall student group's performance, suggesting that targeted interventions for specific groups may not yet be fully addressing achievement gaps.
Indicator The academic growth score for ELA/Literature is 99.0 for the all-student group. The Black subgroup scored 98.0, the economically disadvantaged subgroup scored 100.0, and the combined ethnicity subgroup scored 99.0. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations Academic growth is strong across all subgroups, with the economically disadvantaged group showing the highest growth. This consistency suggests that growth efforts are broadly effective, but further analysis could identify areas for even greater improvement within specific subgroups.
Indicator The all-student group scored 91.7% on the career standards benchmark, surpassing the statewide average. The economically disadvantaged subgroup performed even better, scoring 95.5%. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations The economically disadvantaged subgroup exceeded both the all-student group and the statewide average, highlighting a strong performance in career readiness. This success could be used as a model to further enhance career-focused initiatives for other groups.

Challenges

Indicator While ELA/Literature performance has improved in recent years, it still remains significantly below the statewide average for the all-student group and all subgroups. The Black subgroup scored 18.6% proficient, the economically disadvantaged subgroup scored 20.0%, and the combined ethnicity subgroup scored 19.0%. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations Despite the positive trend in ELA/Literature, the proficiency rates for all groups are still far behind the state average, suggesting a need for more targeted interventions to accelerate progress and close achievement gaps.
Indicator In Mathematics/Algebra, the all-student group has increased to 5.6%, but this remains far below the statewide average of 40.2%. The Black subgroup scored 4.7%, the economically disadvantaged subgroup scored 5.7%, and the combined ethnicity subgroup scored 4.9%. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations Although there has been a slight increase in proficiency, all groups, including subgroups, are performing well below the state average, highlighting the need for significant intervention and support to improve mathematics achievement.
Indicator Although the growth standard is above the statewide average for all subgroups, there has been a decline in growth scores from 100.0 to 79.0 for all three subgroups. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations While growth remains strong compared to the state average, the decline in growth scores across all subgroups suggests that momentum has slowed, signaling a need to reevaluate and strengthen growth strategies.
Indicator Regular attendance is steadily declining across the all-student population and each of the subgroups. The all-student population has a regular attendance rate of 33.6%. The Black subgroup has 32.7%, the economically disadvantaged subgroup has 35.3%, and the combined ethnicity subgroup has 34.0%. The Hispanic subgroup has slightly higher regular attendance at 42.9%. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically	Comments/Notable Observations While the Hispanic subgroup shows a higher attendance rate, regular attendance is a challenge across all groups, with a noticeable decline in engagement. This trend may have a significant impact on academic performance and warrants attention to improve student participation.

Disadvantaged, Students with Disabilities	
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Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The percentage of students scoring proficient or advanced in ELA/Literature increased from 11.4% in 2022–23 to 19.6% in 2023–24, and in Mathematics from 3.6% to 5.6% in the same period.
ELA/Literature academic growth for all students rose to 99.0, surpassing both the statewide average (75.4) and the state growth standard (70.0), with strong growth across subgroups (Black: 98.0, Economically Disadvantaged: 100.0, Combined Ethnicity: 99.0).
The all-student group scored 91.7% on the career standards benchmark, exceeding the statewide average, with the economically disadvantaged subgroup performing even better at 95.5%.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Despite recent gains, proficiency in both ELA/Literature (19.6%) and Mathematics/Algebra (5.6%) remains significantly below the statewide averages of 53.9% and 40.2%, respectively, across all student groups and subgroups.
Although Mathematics/Algebra growth scores remain above the state standard, all subgroups experienced a drop from 100.0 to 79.0, indicating a slowdown in academic growth compared to previous performance.
Regular attendance has declined to 53% overall, with similarly low rates across all subgroups, suggesting ongoing challenges in student engagement and school participation.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Winter 2025 Acadience data for second grade shows that approximately 30% of students are reading at or above benchmark, while about 70% are reading well below benchmark, with only a small number falling just below benchmark.	A notable observation is that a large majority of second grade students—around 70%—are reading well below benchmark, signaling an urgent need for intensive reading support and intervention.
Winter 2025 i-Ready ELA data for grades K-5 indicates that 18% of students are performing at or above grade level, 42% are one grade level below, and 40% are two or more grade levels below.	The majority of K-5 students—82%—are performing below grade level, with nearly half (40%) significantly behind by two or more grade levels, highlighting a critical need for targeted interventions and support.
Second grade i-Ready ELA data shows significant growth from Fall to Winter 2025: the percentage of students on or above grade level doubled from 8% to 16%, while those two or more grade levels below dropped from 63% to 35%. As a result, the percentage of students one grade level below increased from 29% to 49%.	A notable observation is that second grade made substantial progress, with a 28-point decrease in students performing two or more grade levels below, indicating effective interventions and movement toward grade-level proficiency.

English Language Arts Summary

Strengths

Second grade i-Ready data shows notable progress, with the percentage of students at or above grade level doubling and a significant decrease in those far below grade level.
The increase in students moving from "two or more grade levels below" to "one grade level below" suggests effective interventions are helping students make meaningful gains.

Challenges

A significant portion of K-5 students (82%) are performing below grade level in i-Ready ELA, with 40% two or more grade levels behind, indicating widespread academic gaps.
In second grade, despite some growth, approximately 70% of students are still reading well below benchmark in Acadience, pointing to foundational literacy concerns.

Mathematics

Data	Comments/Notable Observations
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Winter 2025 i-Ready Math data for grades K–5 shows that 8% of students are performing at or above grade level, 50% are one grade level below, 25% are two grade levels below, and 17% are three or more grade levels below.	A notable observation is that 92% of K–5 students are performing below grade level in math, with over 40% two or more grade levels behind, highlighting a critical need for math intervention and support.
Winter 2025 i-Ready Math data for 4th grade shows small gains at the higher performance levels: students on or above grade level increased from 0% to 2%, and those one grade level below rose from 13% to 26%. Meanwhile, the percentage of students two grade levels below grew slightly from 26% to 34%, while those three or more grade levels below dropped significantly from 60% to 38%.	A notable observation is that while the percentage of students on or above grade level remains low, there was a significant decrease in the number of students three or more grade levels below, indicating some positive movement toward closing the achievement gap in 4th-grade math.

Mathematics Summary

Strengths

In 4th grade, there was a notable decrease in the percentage of students three or more grade levels below, dropping from 60% to 38%, suggesting that targeted interventions utilizing i-Ready data protocols may be having a positive impact.
Across K–5 grades, 50% of students are performing within one grade level below, showing that half of the student population is relatively close to grade-level expectations.

Challenges

A significant portion of students—92% in K–5 and 98% in 4th grade—are still performing below grade level, with 17% of K–5 students being three or more grade levels behind in math, indicating a need for stronger, more widespread interventions.
In 4th grade, the percentage of students two grade levels below increased slightly from 26% to 34%, suggesting that while some students made progress, others fell further behind, highlighting a need for targeted support for students at risk of falling further behind.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
We do not collect data from science classes at this time.	Grade level science teachers give the curriculum assessments, however the data is not tracked nor reported.

Science, Technology, and Engineering Education Summary

Strengths

A strength from this data point is that the absence of science data collection provides an opportunity to develop a more structured and consistent system for tracking student progress in science, ensuring future data-driven decision-making.
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Challenges

The lack of current data collection for science makes it difficult to assess student performance and identify areas needing improvement, hindering informed decision-making for instruction.

Without science data, it becomes challenging to monitor and support students' progress in this subject, potentially leading to gaps in their understanding and achievement.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	Greatly improved student participation (3 - 5)
Pennsylvania Career Ready Skills Continuum	Students are not aware of careers outside of their immediate communities and need practice to develop social skills and critical thinking skills.

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.

The students have been receptive to social-emotional learning and guidance provided by classroom teachers, counselor, social worker and other trained staff.

Improved participation and completion on Naviance. (3 - 5)

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.

Based on the Pennsylvania Career Ready Skills Continuum list of categories, it is evident that our students have challenges in interpersonal relationship skills and socialization needed to be successful in their career choices.

Students are challenged in the area of developing appropriate problem-solving and critical thinking skills which would provide alternatives from solving conflicts through physical and verbal aggression.

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

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

Data	Comments/Notable Observations
The entire student population is considered eligible for free or reduced lunch.	Students in the group have consistently struggled with scoring proficient or advanced on the PSSAs.

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.

We've established helpful resources for students and families to support their needs.

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.

There is some room for improvement in the monitoring of special educators and paraprofessionals. Strengthening this support could help ensure they have the resources and guidance needed to succeed.
Identifying and providing the necessary supports for all students has improved, but it remains an ongoing challenge for staff.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
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	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	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?

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *
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?

Improve implement a multi-tiered system of supports for academics and behavior through increasing the implementation of intervention plans.

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
The percentage of students scoring proficient or advanced in ELA/Literature increased from 11.4% in 2022–23 to 19.6% in 2023–24, and in Mathematics from 3.6% to 5.6% in the same period.	True
ELA/Literature academic growth for all students rose to 99.0, surpassing both the statewide average (75.4) and the state growth standard (70.0), with strong growth across subgroups (Black: 98.0, Economically Disadvantaged: 100.0, Combined Ethnicity: 99.0).	False
The all-student group scored 91.7% on the career standards benchmark, exceeding the statewide average, with the economically disadvantaged subgroup performing even better at 95.5%.	False
Second grade i-Ready data shows notable progress, with the percentage of students at or above grade level doubling and a significant decrease in those far below grade level.	False
The increase in students moving from "two or more grade levels below" to "one grade level below" suggests effective interventions are helping students make meaningful gains.	True
In 4th grade, there was a notable decrease in the percentage of students three or more grade levels below, dropping from 60% to 38%, suggesting that targeted interventions utilizing i-Ready data protocols may be having a positive impact.	False
Across K–5 grades, 50% of students are performing within one grade level below, showing that half of the student population is relatively close to grade-level expectations.	False
A strength from this data point is that the absence of science data collection provides an opportunity to develop a more structured and consistent system for tracking student progress in science, ensuring future data-driven decision-making.	False
The students have been receptive to social-emotional learning and guidance provided by classroom teachers, counselor, social worker and other trained staff.	False
Improved participation and completion on Naviance. (3 - 5)	False
We've established helpful resources for students and families to support their needs.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and	False

needs of the school community *	
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
Despite recent gains, proficiency in both ELA/Literature (19.6%) and Mathematics/Algebra (5.6%) remains significantly below the statewide averages of 53.9% and 40.2%, respectively, across all student groups and subgroups.	True
Although Mathematics/Algebra growth scores remain above the state standard, all subgroups experienced a drop from 100.0 to 79.0, indicating a slowdown in academic growth compared to previous performance.	True
Regular attendance has declined to 53% overall, with similarly low rates across all subgroups, suggesting ongoing challenges in student engagement and school participation.	True
A significant portion of K–5 students (82%) are performing below grade level in i-Ready ELA, with 40% two or more grade levels behind, indicating widespread academic gaps.	False
In second grade, despite some growth, approximately 70% of students are still reading well below benchmark in Acadience, pointing to foundational literacy concerns.	False
A significant portion of students—92% in K–5 and 98% in 4th grade—are still performing below grade level, with 17% of K–5 students being three or more grade levels behind in math, indicating a need for stronger, more widespread interventions.	True
In 4th grade, the percentage of students two grade levels below increased slightly from 26% to 34%, suggesting that while some students made progress, others fell further behind, highlighting a need for targeted support for students at risk of falling further behind.	False
The lack of current data collection for science makes it difficult to assess student performance and identify areas needing improvement, hindering informed decision-making for instruction.	False
Without science data, it becomes challenging to monitor and support students' progress in this subject, potentially leading to gaps in their understanding and achievement.	False
Based on the Pennsylvania Career Ready Skills Continuum list of categories, it is evident that our students have challenges in interpersonal relationship skills and socialization needed to be successful in their career choices.	False

Students are challenged in the area of developing appropriate problem-solving and critical thinking skills which would provide alternatives from solving conflicts through physical and verbal aggression.	False
Improve implement a multi-tiered system of supports for academics and behavior through increasing the implementation of intervention plans.	False
	False
Identifying and providing the necessary supports for all students has improved, but it remains an ongoing challenge for staff.	False
There is some room for improvement in the monitoring of special educators and paraprofessionals. Strengthening this support could help ensure they have the resources and guidance needed to succeed.	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.

Adopting an MTSS platform will allow for CUSA educators to provide personal support for all students, improve students' academic outcomes, and provide equity and access for all students regardless of demographics.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Despite recent gains, proficiency in both ELA/Literature (19.6%) and Mathematics/Algebra (5.6%) remains significantly below the statewide averages of 53.9% and 40.2%, respectively, across all student groups and subgroups.		True
Although Mathematics/Algebra growth scores remain above the state standard, all subgroups experienced a drop from 100.0 to 79.0, indicating a slowdown in academic growth compared to previous performance.		True
Regular attendance has declined to 53% overall, with similarly low rates across all subgroups, suggesting ongoing challenges in student engagement and school participation.		True
A significant portion of students—92% in K–5 and 98% in 4th grade—are still performing below grade level, with 17% of K–5 students being three or more grade levels behind in math, indicating a need for stronger, more widespread interventions.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The increase in students moving from "two or more grade levels below" to "one grade level below" suggests effective interventions are helping students make meaningful gains.	
The percentage of students scoring proficient or advanced in ELA/Literature increased from 11.4% in 2022–23 to 19.6% in 2023–24, and in Mathematics from 3.6% to 5.6% in the same period.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If teachers in grades K-2 consistently implement ECRI routines with fidelity, then students will develop stronger foundational reading skills in phonemic awareness, phonics, and fluency, leading to improved early literacy outcomes for all learners.
	If we use data to drive instructional strategies and address the unique needs of each student through small group instruction, then student outcomes in achievement and growth will increase in Math and ELA.
	If student regular attendance increases and staff consistently implement targeted strategies from the Panorama Playbook, then overall regular attendance will improve and chronic absenteeism will decrease.

Goal Setting

Priority: If teachers in grades K-2 consistently implement ECRI routines with fidelity, then students will develop stronger foundational reading skills in phonemic awareness, phonics, and fluency, leading to improved early literacy outcomes for all learners.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, at least 45% of students in grades K–2 receiving ECRI instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level.			
Measurable Goal Nickname (35 Character Max)			
ECRI			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, at least 40% of students in grades 1-2 receiving ECRI instruction will meet or exceed the beginning-of-the-year benchmark composite score on the Acadience Reading Assessment.	By January 30, 2025, at least 25% of students in grades K-2 receiving ECRI instruction will meet or exceed the middle of the year benchmark composite score on the Acadience Reading Assessment.	By March 30, 2026, at least 70% of students in the identified ECRI instruction group who did not meet middle of the year benchmarks in phonemic awareness (k-1) or oral reading fluency (Grade 2) will demonstrate progress utilizing Acadience progress monitoring, as measured by biweekly progress monitoring problem showing at least three consecutive data points at or above the aim line.	By June 30, 2026, at least 45% of students in grades K-2 receiving ECRI instruction will meet or exceed the Acadience end-of-year benchmark composite score on the Acadience Reading Assessment.

Priority: If we use data to drive instructional strategies and address the unique needs of each student through small group instruction, then student outcomes in achievement and growth will increase in Math and ELA.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
By June 30, 2026, 7% or more of students in grades 3-5 will score Proficient or Advanced on the Math Pennsylvania State Assessments. By June 30, 2026, 26% or more of K-5 Math students will score Early On Grade Level or above on i-Ready Diagnostic 3.

Measurable Goal Nickname (35 Character Max)			
Mathematics - Pennsylvania State Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, using the i-Ready Diagnostic, 8% of K-5 Math students will achieve Early On Grade Level or Mid/Above Grade Level. By September 30, 2025, 75% or more of K-5 Math students will have gone through one round of targeted small group instruction utilizing the CUSA small group protocol led by their Math teacher.	By December 31, 2025, 14% of K-5 Math students will achieve Early On Grade Level or Mid/Above Grade Level on i-Ready Diagnostic 2. By December 30th, 2025, 80% or more of K-5 Math students will have gone through at least four rounds of targeted small group instruction utilizing the CUSA small group protocol led by their Math teacher.	By March 31st, 2026, 30% of K-5 students will meet or exceed proficiency (70%) on a common Math assessment. By March 26th, 2026, 80% or more of K-5 Math students will have gone at least through 8 rounds of targeted small group instruction utilizing the CUSA small group protocol led by their Math teacher.	By June 30, 2026, 7% or more of students in grades 3-5 will score Proficient or Advanced on the Math Pennsylvania State Assessments. By June 30, 2026, 26% or more of K-5 Math students will score Early On Grade Level or above on i-Ready Diagnostic 3.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 14% or more of students in grades 3-5 will score Proficient or Advanced on the English Language Arts Pennsylvania State Assessments. By June 30, 2026, 35% or more of K-5 ELA students will score Early On Grade Level or above on i-Ready Diagnostic 3.			
Measurable Goal Nickname (35 Character Max)			
English Language Arts - Pennsylvania State Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, using the i-Ready Diagnostic, 14% of K-5 ELA students will achieve Early On Grade Level or Mid/Above Grade Level. By September 30, 2025, 75% or more of K-5 ELA students will have gone through one round of targeted small group instruction utilizing the	By December 31, 2025, 25% of ELA K-5 students will achieve Early On Grade Level or Mid/Above Grade Level on i-Ready Diagnostic 2. By December 30th, 2025, 80% or more of K-5 ELA students will have gone through at least four rounds of targeted small group	By March 31st, 2026, 30% of K-5 ELA students will meet or exceed proficiency (70%) on a common ELA assessment. By March 26th, 2026, 80% or more of K-5 ELA students will have gone at least through 8 rounds of targeted small group instruction utilizing the CUSA small group protocol led by	By June 30, 2026, 14% or more of students in grades 3-5 will score Proficient or Advanced on the English Language Arts Pennsylvania State Assessments. By June 30, 2026, 35% or more of K-5 ELA students will score Early On Grade Level or above on i-Ready Diagnostic

CUSA small group protocol led by their ELA teacher.	instruction utilizing the CUSA small group protocol led by their ELA teacher.	their ELA teacher.	3.
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Priority: If student regular attendance increases and staff consistently implement targeted strategies from the Panorama Playbook, then overall regular attendance will improve and chronic absenteeism will decrease.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, increase the percentage of K-5 students with regular attendance to 60% or greater. By June 30, 2026, at least ten attendance mailings will be sent home for students that have missed more than 17 days of school.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, regular attendance for all students K-5 will be 65% or greater. By September 30, 2025, at least one attendance mailing will be sent home for students that have missed more than one day of school.	By December 30, 2025, regular attendance for all students K-5 will be 65% or greater. By December 30, 2025, at least four attendance mailings will be sent home for students that have missed more than 8 days of school.	By March 30, 2026, regular attendance for all students K-5 will be 63% or greater. By March 30, 2026, at least seven attendance mailings will be sent home for students that have missed more than 12 days of school.	By June 30, 2026, regular attendance for all students K-5 will be 60% or greater. By June 30, 2026, at least ten attendance mailings will be sent home for students that have missed more than 17 days of school.

Action Plan

Measurable Goals

ECRI	Mathematics - Pennsylvania State Assessments
English Language Arts - Pennsylvania State Assessments	Regular Attendance

Action Plan For: ECRI: <https://www.evidenceforpa.org/strategies/ecri>

Measurable Goals:

- By June 30, 2026, at least 45% of students in grades K–2 receiving ECRI instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level.

Action Step		Anticipated Start/Completion Date	
Provide training on fidelity-based delivery of ECRI routines. ESSA Tier 2 Output: Training agenda		2025-08-01	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
DCIU Consultants Shaw and Connell PaTTAN Kim Cole Principal Loper	Agenda ECRI Training Material Instructional ECRI Material Grant Funding to Pay for teachers to attend the training over the summer	Yes	
Action Step		Anticipated Start/Completion Date	
Provide training on accurate and standardized administration of Acadience BOY measures, including scoring protocols and online data entry. Output: Sign-in sheets, completed Acadience certification forms		2025-08-15	2025-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom DCIU Consultant Shaw	Agenda Sign-in sheet Completed Acadience certification forms Acadience Training Materials	Yes	
Action Step		Anticipated Start/Completion Date	
Administer Acadience beginning-of-the-year assessment and analyze results during the September monthly data meeting. Outputs: Acadience data reports and agenda for September monthly data meeting		2025-09-15	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Principal Loper AP ODom DCIU Consultant Shaw Tami Barber	Acadience data reports Agenda Data Protocol	No	
Action Step		Anticipated Start/Completion Date	
Administration and coaches conduct one ECRI monthly fidelity check-in and share trends during monthly CSI monitoring and monthly SPEL meeting. Outputs: Bi-weekly fidelity checklists and monthly coaching summary		2025-09-01	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper Assistant Principal Odom	ECRI Fidelity Checklist	No	
Action Step		Anticipated Start/Completion Date	
Share student goals, ECRI supports, and tips for reading at home with families through back-to-school night and monthly newsletters. Outputs: Copies of family communication flyers and weekly newsletters		2025-09-01	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	Family Communication Flyers Weekly Newsletters	No	
Action Step		Anticipated Start/Completion Date	
Review Acadience progress monitoring and ECRI lesson mastery data during monthly data meetings to regroup students or intensify instructional supports. Outputs: Updated small group rosters and interventions each month and PLC agenda		2025-10-01	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper Grade Level Teams AP Odom	Updated small group rosters interventions	No	
Action Step		Anticipated Start/Completion Date	
Use ECRI lesson tracking and progress monitoring to identify trends and adjust instruction. Outputs: Data meeting agendas and anecdotal notes		2025-09-15	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
T. Barber - Reading Specialist Principal Loper AP Odom	Anecdotal Notes	No	

Action Step		Anticipated Start/Completion Date	
Offer targeted training and model lessons to improve ECRI instructional delivery, including corrective feedback and maximizing lesson pacing. Outputs: Sign-in sheets, PD agenda or slides		2025-09-15	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist Barber DCIU Consultant Shaw and Connell	ECRI lessons Anecdotal notes from teachers	No	
Action Step		Anticipated Start/Completion Date	
Compare students' Acadience progress monitoring results to aimlines and ECRI data to track growth during the November monthly data meeting. Identify students needing additional supports.		2025-11-01	2025-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper Reading Specialist Barber Classroom Teachers AP Odom	Acadience data tool	No	
Action Step		Anticipated Start/Completion Date	
Administer Acadience MOY assessment according to standardized protocol. Output: Completed MOY score uploads and flagged list of students who met the goal.		2026-01-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist Barber Professional Learning Specialist	Acadience assessment materials	No	
Action Step		Anticipated Start/Completion Date	
Analyze MOY results at the January monthly data meeting, compare to the target, and prepare a mid-year intervention summary to inform the next action cycle. Output: Data report with subgroup analysis, intervention adjustments, and next instructional steps for small group instruction.		2026-01-26	2026-02-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper Reading Specialist Barber AP Odom	Acadience data report Acadience data protocol	No	
Action Step		Anticipated	

		Start/Completion Date	
Administer bi-weekly Acadience probes and chart data to monitor progress against aim lines. Identify students not making expected growth and provide responsive coaching or SGI for interventionists(who are they) focused on corrective feedback, pacing, and scaffolded support. Review student progress monitoring data to determine the percentage of students with 3 consecutive data points at/above the aim line. Outputs: Updated progress monitoring graphs from Acadience		2026-02-13	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers	Acadience platform Adjusted SGI lesson plans	No	
Action Step		Anticipated Start/Completion Date	
Administer the Acadience EOY Reading Assessment per standardized procedures across grades K-2. Output: Uploaded composite scores and disaggregated performance reports by grade and subgroup.		2026-05-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist Barber Classroom teachers	Acadience EOY assessment materials	No	
Action Step		Anticipated Start/Completion Date	
Review outcome data compared to the goal, identify what worked, and draft improvement recommendations for the next school year during the June data meeting. Outputs: Year-end ECRI impact summary and initial recommendations for summer planning or tiered support adjustments		2026-06-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper Reading Specialist Barber AP Odom	ECRI impact summary Acadience outcome data	No	
Action Step		Anticipated Start/Completion Date	
End of year teacher reflection/feedback of ECRI implementation, Acadience, schedule, etc		2026-06-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper K-2 Classroom teachers Ap Odom	ECRI Teacher reflection/feedback survey	No	

Action Step		Anticipated Start/Completion Date	
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	CSI School Improvement Plan action steps and targets/goals. Monitoring documents District Administration CSI Team	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Enhanced Core Reading Instruction (ECRI) is expected to significantly improve students' decoding, fluency, vocabulary, and comprehension skills through explicit, systematic, and aligned Tier 2 intervention. When implemented with fidelity, students typically demonstrate accelerated reading growth—often 1.5 to 2 years within a single academic year—and reduced need for more intensive interventions. Training agenda for fidelity-based delivery of ECRI routine trainings Acadience data reports and agenda for September monthly data meeting from B.O.Y. Acadience assessment Fidelity checklists and monthly coaching summary	Monitoring: Bi-Weekly, Monthly, Quarterly Monitoring People: K-2 classroom teachers, DCIU consultants Shaw and Connell, SIF Stottlemeyer, Principal Loper, ISTL Mangini, Reading specialist Barber, PaTTAN consultant Kim Cole Frequency: Bi-weekly, monthly, and quarterly Method: Bi-weekly tool, Monthly Monitoring Routine, Quarterly Data routine

Action Plan For: i-Ready: <https://www.evidenceforpa.org/strategies/i-ready>

Measurable Goals:
- By June 30, 2026, 14% or more of students in grades 3-5 will score Proficient or Advanced on the English Language Arts Pennsylvania State Assessments. By June 30, 2026, 35% or more of K-5 ELA students will score Early On Grade Level or above on i-Ready Diagnostic 3. - By June 30, 2026, 7% or more of students in grades 3-5 will score Proficient or Advanced on the Math Pennsylvania State Assessments. By June 30, 2026, 26% or more of K-5 Math students will score Early On Grade Level or above on i-Ready Diagnostic 3.

Action Step	Anticipated Start/Completion
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		Date	
Communicate the math target with staff during back-to-school PD. Clarify expectations for i-Ready lesson usage and quality (not just quantity). Outputs: Staff slide deck and meeting agenda from staff PD outlining goals, expectations, and support plan.		2025-08-18	2025-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper SIF Stottlemeyer AP Odom	Staff information slides	No	
Action Step		Anticipated Start/Completion Date	
Each teacher will confirm that all students have access to devices and logins; troubleshoot tech issues; ensure i-Ready is installed and accessible. Outputs: Completed student device checklist and confirmation from each teacher that i-Ready is functional in all classrooms.		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	Student Device Checklist	No	
Action Step		Anticipated Start/Completion Date	
Embed a minimum of 30-45 minutes per week of i-Ready ELA & mathematics into the weekly instructional schedule (each). Output: Grade-level instructional schedules that include weekly i-Ready math and ELA blocks.		2025-07-01	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	Building Schedule	No	
Action Step		Anticipated Start/Completion Date	
Deliver refresher training on using i-Ready reports, monitoring student proficiency, and using data to differentiate instruction and support. Outputs: Attendance sign-in sheet for PD session and handout or slide deck detailing key strategies and platform tools.		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
DCIU Representative	i-Ready platform i-Ready expectations for CUSA	Yes	
Action Step		Anticipated Start/Completion Date	
Each teacher facilitates a lesson for students on why we use i-Ready, i-Ready student expectations, and what it		2025-09-	2025-09-

looks like to be successful in i-Ready. Outputs: Samples of teacher lesson plans and data tracker		01	30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	Teacher lesson plans Data tracker for i-Ready	No	
Action Step		Anticipated Start/Completion Date	
Each teacher facilitates 1:1 student conferencing where students set goals for lesson completion and quality (80% + mastery), and create visual trackers for motivation 3 times per year September, January, and June. Outputs: Samples of student goal-setting sheets or trackers.		2025-09-15	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper	Student conferencing protocol	No	
Action Step		Anticipated Start/Completion Date	
i-Ready usage and performance dashboards will be reviewed weekly, identify students who have not completed a lesson or met the 80% proficiency threshold. Outputs: Weekly i-Ready usage and proficiency tracking spreadsheet shared with all staff.		2025-09-15	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	i-Ready usage data	No	
Action Step		Anticipated Start/Completion Date	
Celebrate wins for classrooms and students who meet the goal early through announcements and weekly newsletter shout-outs. Recognize classrooms and students meeting or exceeding milestones (e.g., 5 lessons, 10 lessons at 80%). Outputs: Recognition lists or celebration summaries shared in the weekly newsletter and announcements		2025-09-15	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	Supplies to celebrate achievement	No	
Action Step		Anticipated Start/Completion Date	
Grade levels will engage in monthly data meetings to analyze i-Ready diagnostic data and determine flexible grouping interventions. During grade-level monthly data team meetings, identify students struggling to meet the 80% threshold and provide small-group or individualized support Outputs: Summary report showing the		2025-09-15	2026-06-15

percentage of students meeting the goal, broken down by grade level and subgroup, shared with staff; intervention logs documenting reteaching and/or lesson plans indicating skills to reteach			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Loper	i-Ready data	No	
Action Step		Anticipated Start/Completion Date	
Conduct monthly walkthroughs to observe i-Ready use, student engagement, and fidelity of implementation. Provide real-time feedback.		2025-09-15	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	Informal walkthrough document	No	
Action Step		Anticipated Start/Completion Date	
Analyze Spring i-Ready reports. Use data to inform summer and fall planning.		2026-06-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	i-Ready end of year reports	No	
Action Step		Anticipated Start/Completion Date	
Professional Development on consistent, effective small group instruction and the Workshop Model.		2025-08-27	2026-03-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	District-led Better Lesson online resources Solution Tree resources	Yes	
Action Step		Anticipated Start/Completion Date	
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	CSI School Improvement Plan action steps and targets/goals. Monitoring documents District Administration CSI Team	No	
Action Step		Anticipated	

		Start/Completion Date	
Teachers will assign i-Ready as an instructional support for students 6-10 minutes daily per subject (ELA & Math).		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Loper AP Odom	Chromebooks	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementing i-Ready in K–5 classrooms is expected to improve student achievement by providing personalized, data-driven instruction that targets each student’s specific needs. With consistent use, students typically show measurable growth on diagnostic assessments, increased proficiency in foundational skills, and greater engagement through interactive lessons that adapt to their learning pace.	Monitoring: Bi-Weekly, Monthly, Quarterly Monitoring People: K-2 classroom teachers, DCIU consultants Shaw and Connell, SIF Stottlemeyer, Principal Loper, ISTL Mangini, Reading specialist Barber, PaTTAN consultant Kim Cole Frequency: Bi-weekly, monthly, and quarterly Method: Bi-weekly tool, Monthly Monitoring Routine, Quarterly Data routine

Action Plan For: Attendance Mailings Home (Tier 1) using Panorama Playbook: <https://tinyurl.com/panorama-playbook>

Measurable Goals:
By June 30, 2026, increase the percentage of K-5 students with regular attendance to 60% or greater. By June 30, 2026, at least ten attendance mailings will be sent home for students that have missed more than 17 days of school.

Action Step	Anticipated Start/Completion Date	
Monthly attendance mailing sent home, including Panorama postcards, attendance letters, and other communications that include regular phone calls home partnerships with families. Output: Log of all communications per student (letters, calls, postcards) maintained in the attendance tracker and uploaded into Panorama; monthly summary reports shared with leadership.	2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Attendance Team	Panorama postcard 3, 6, and 10 day letters	No

Action Step		Anticipated Start/Completion Date	
Monthly attendance mailing sent home, including Panorama postcards, attendance letters, and other communications that include regular phone calls home partnerships with families. Output: Log of all communications per student (letters, calls, postcards) maintained in the attendance tracker and uploaded into Panorama; monthly summary reports shared with leadership.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team	Panorama postcard 3, 6, and 10 day letters	No	
Action Step		Anticipated Start/Completion Date	
Monthly attendance mailing sent home, including Panorama postcards, attendance letters, and other communications that include regular phone calls home partnerships with families. Output: Log of all communications per student (letters, calls, postcards) maintained in the attendance tracker and uploaded into Panorama; monthly summary reports shared with leadership.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team	Panorama postcard 3, 6, and 10 day letters	No	
Action Step		Anticipated Start/Completion Date	
At the beginning of the school year, all teachers will set clear classroom expectations for student attendance, document procedures for when students are absent, and maintain accurate records of absences and all parent/guardian communication. Output: Each teacher's classroom attendance expectations are posted and shared with families; documentation logs of communication are stored in a centralized system and reviewed monthly.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Loper	Panorama Playbook Recap and Reset Expectations	Yes	
Action Step		Anticipated Start/Completion Date	
Tier 2 teams will meet 1:1 with students flagged for chronic absenteeism, use Panorama Playbook to guide conversations and supports, and update student progress weekly. Output: Panorama Playbook entries for each Tier 2 student reflecting meeting notes, interventions, and progress updates, reviewed biweekly by the attendance		2025-10-01	2025-12-30

team; student goal-tracking sheets entered into Panorama.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Loper Attendance Team	Panorama Playbook Tier 2 Strategies	No	
Action Step		Anticipated Start/Completion Date	
Tier 2 teams will meet 1:1 with students flagged for chronic absenteeism, use Panorama Playbook to guide conversations and supports, and update student progress weekly. Output: Panorama Playbook entries for each Tier 2 student reflecting meeting notes, interventions, and progress updates, reviewed biweekly by the attendance team; student goal-tracking sheets entered into Panorama.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Loper Attendance Team	Panorama Playbook Tier 2 Strategies	No	
Action Step		Anticipated Start/Completion Date	
Tier 2 teams will meet 1:1 with students flagged for chronic absenteeism, use Panorama Playbook to guide conversations and supports, and update student progress weekly. Output: Panorama Playbook entries for each Tier 2 student reflecting meeting notes, interventions, and progress updates, reviewed biweekly by the attendance team; student goal-tracking sheets entered into Panorama.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Loper Attendance Team	Panorama Playbook Tier 2 Strategies	No	
Action Step		Anticipated Start/Completion Date	
During grade-level data meetings, teachers will share data, experiences, and successful strategies from the Panorama Playbook that integrate SEL and academic interventions. Output: Meeting agendas and minutes documenting shared strategies; a running portfolio of effective interventions and teacher reflections updated monthly.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Loper Teachers Attendance Team	Panorama data	No	
Action Step		Anticipated Start/Completion Date	

During grade-level data meetings, teachers will share data, experiences, and successful strategies from the Panorama Playbook that integrate SEL and academic interventions. Output: Meeting agendas and minutes documenting shared strategies; a running portfolio of effective interventions and teacher reflections updated monthly.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Loper Teachers Attendance Team	Panorama Data	No	
Action Step		Anticipated Start/Completion Date	
During grade-level data meetings, teachers will share data, experiences, and successful strategies from the Panorama Playbook that integrate SEL and academic interventions. Output: Meeting agendas and minutes documenting shared strategies; a running portfolio of effective interventions and teacher reflections updated monthly.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Loper Teachers Attendance Team	Panorama Data	No	
Action Step		Anticipated Start/Completion Date	
Share information with families about the Panorama Playbook, including its purpose, key strategies being used in classrooms, and how families can support SEL and attendance interventions at home. Output: Panorama Playbook family overview materials (flyers, digital newsletters, or presentations) distributed quarterly, with communication logs and feedback collected from families to evaluate understanding and engagement.		2025-09-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Loper Odom	Panorama Family materials	No	
Action Step		Anticipated Start/Completion Date	
Share information with families about the Panorama Playbook, including its purpose, key strategies being used in classrooms, and how families can support SEL and attendance interventions at home. Output: Panorama Playbook family overview materials (flyers, digital newsletters, or presentations) distributed quarterly, with communication logs and feedback collected from families to evaluate understanding and engagement.		2026-02-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Counselor	Panorama Family materials	No	
Action Step		Anticipated Start/Completion Date	
Conduct bi-weekly monitoring of student attendance data to identify trends in regular attendance and chronic absenteeism, and to inform timely interventions. Output: Bi-weekly attendance monitoring reports generated and shared with attendance teams, including lists of students flagged for chronic absenteeism and summaries of intervention actions taken.		2025-09-01	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Counselor	Panorama attendance reports	No	
Action Step		Anticipated Start/Completion Date	
Conduct bi-weekly monitoring of student attendance data to identify trends in regular attendance and chronic absenteeism, and to inform timely interventions. Output: Bi-weekly attendance monitoring reports generated and shared with attendance teams, including lists of students flagged for chronic absenteeism and summaries of intervention actions taken.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team Loper	Panorama attendance reports	No	
Action Step		Anticipated Start/Completion Date	
Conduct bi-weekly monitoring of student attendance data to identify trends in regular attendance and chronic absenteeism, and to inform timely interventions. Output: Bi-weekly attendance monitoring reports generated and shared with attendance teams, including lists of students flagged for chronic absenteeism and summaries of intervention actions taken.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team Loper	Panorama attendance reports	No	
Action Step		Anticipated Start/Completion Date	
Conduct bi-weekly monitoring of student attendance data to identify trends in regular attendance and chronic absenteeism, and to inform timely interventions. Output: Bi-weekly attendance monitoring reports generated and shared with attendance teams, including lists of students flagged for chronic absenteeism and summaries of		2026-04-01	2026-06-30

intervention actions taken.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team Loper	Panorama attendance reports	No	
Action Step		Anticipated Start/Completion Date	
Recognize and celebrate students with strong or improved attendance during monthly school-wide acknowledgement celebrations to reinforce positive attendance habits. Output: Monthly celebration rosters, photos, and recognition certificates archived and shared with families and staff; attendance recognition data tracked to monitor student engagement and motivation.		2025-10-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Odom	Attendance Reports PBIS supplies	No	
Action Step		Anticipated Start/Completion Date	
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Loper	CSI School Improvement Plan action steps and targets/goals. Monitoring documents District Administration CSI Team	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
We will utilize Panorama Postcards as part of our attendance mailings strategy and Panorama Playbook suggestions will result in a structured, data-informed approach to improve school climate and student outcomes, with staff consistently using Panorama survey data to identify priorities, set goals, and track progress through targeted action plans. In addition, by adopting a structured approach that prioritizes professional development, collaboration, and thoughtful lesson design, arts integration will foster a greater sense of belonging and increase the likelihood of attending more regularly.	Monitoring: Bi-Weekly, Monthly, Quarterly Monitoring People: Attendance Team, Loper, Odom Frequency: Bi-weekly, monthly, and quarterly Method: Bi-weekly tool, Monthly Monitoring Routine, Quarterly Data routine

Action Plan For: Arts Experiences <https://www.evidenceforpa.org/strategies/arts-experiences>

Measurable Goals:

- By June 30, 2026, 14% or more of students in grades 3-5 will score Proficient or Advanced on the English Language Arts Pennsylvania State Assessments. By June 30, 2026, 35% or more of K-5 ELA students will score Early On Grade Level or above on i-Ready Diagnostic 3.
- By June 30, 2026, increase the percentage of K-5 students with regular attendance to 60% or greater. By June 30, 2026, at least ten attendance mailings will be sent home for students that have missed more than 17 days of school.

Action Step		Anticipated Start/Completion Date	
Teachers will receive training on how to incorporate arts' experiences and integrate the arts within standard content area lessons/units.		2025-08-26	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Odom	Slide deck presentation, videos	Yes	
Action Step		Anticipated Start/Completion Date	
An arts experiences data tracking sheet will be created to monitor the number of experiences by class/grade level monthly.		2025-08-29	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Odom - AP	Arts Experience Data Tracking Spreadsheet	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Creation of Arts Experiences data tracking sheets Arts Experiences and Integration protocol expectations disseminated to teaching staff.	Monitoring: Lesson/Unit plans for arts integration and experiences, Monthly Arts Experiences data spreadsheet People: Dr. Odom, Principal Loper, Data Team Frequency: Monthly Dr. Odom will use monitor and provide feedback monthly to teaching staff.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Reading Assist - student tutoring program to support targeted students based on i-Ready data tracking tools, certificates of achievement, materials for student recognition board.	i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Services	2	35000
Family Engagement and community outreach signage, and equipment for indoor & outdoor activities	Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook	Supplies & Property	1	10000
Supplies to support the	Attendance Mailings Home (Tier 1) using	Supplies & Property	1	10000

school implementing attendance strategies including signage, behavior tracking tools, certificates of achievement, materials for student recognition.	Panorama Playbook: https://tinyurl.com/panorama-playbook			
Better Lesson Professional Learning Plan: Small Group Instruction	i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Services	3	18125
Solution Tree Workshop Model Content Specific Professional Development Series	i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Services	3	11400

Field experience: Elmwood Zoo *Science, Writing, & Arts 2nd Grade	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook • Arts Experiences https://www.evidenceforpa.org/strategies/arts-experiences	Services	1	2000
Field experience: Morris Arboretum *Science, Writing & Arts	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook • Arts Experiences https://www.evidenceforpa.org/strategies/arts-experiences	Services	1	1684
Field experience: Camden Aquarium *Science, Writing & Arts	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • Attendance Mailings Home (Tier 1) using Panorama Playbook:	Services	1	1952

	https://tinyurl.com/panorama-playbook Arts Experiences https://www.evidenceforpa.org/strategies/arts-experiences			
Field experience: Colonial Plantation *Science, History, Writing, & Arts	- i-Ready: https://www.evidenceforpa.org/strategies/i-ready - Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook - Arts Experiences https://www.evidenceforpa.org/strategies/arts-experiences	Services	1	1940
Field experience: Linvilla Orchards Science, Writing, & Arts	- i-Ready: https://www.evidenceforpa.org/strategies/i-ready - Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook - Arts Experiences https://www.evidenceforpa.org/strategies/arts-experiences	Services	1	1520

Field experience: Ramsey's Farm Science, Writing, & Arts	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook • Arts Experiences https://www.evidenceforpa.org/strategies/arts-experiences	Services	1	2050
Field experience: Delaware Children's Museum Gross Motor Skills, Writing, & Arts	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook • Arts Experiences https://www.evidenceforpa.org/strategies/arts-experiences	Services	1	2050
Field experience: Walnut Street Theatre Arts Residency Experience	• Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook • Arts Experiences https://www.evidenceforpa.org/strategies/arts-experiences	Services	1	5000

Total Expenditures				102721

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	• ECRI: https://www.evidenceforpa.org/strategies/ecri • i-Ready: https://www.evidenceforpa.org/strategies/i-ready • Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook	3 Math/ELA Teacher Salaries to lower class size and increase academic achievement	181607	
Instruction	• ECRI: https://www.evidenceforpa.org/strategies/ecri • i-Ready: https://www.evidenceforpa.org/strategies/i-ready • Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook	3 Math/ELA Teacher Benefits to lower class size and increase academic achievement	113155	
Total Expenditures				294762

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ECRI: https://www.evidenceforpa.org/strategies/ecri	Provide training on fidelity-based delivery of ECRI routines. ESSA Tier 2 Output: Training agenda
ECRI: https://www.evidenceforpa.org/strategies/ecri	Provide training on accurate and standardized administration of Acadience BOY measures, including scoring protocols and online data entry. Output: Sign-in sheets, completed Acadience certification forms
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Deliver refresher training on using i-Ready reports, monitoring student proficiency, and using data to differentiate instruction and support. Outputs: Attendance sign-in sheet for PD session and handout or slide deck detailing key strategies and platform tools.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Professional Development on consistent, effective small group instruction and the Workshop Model.
Attendance Mailings Home (Tier 1) using Panorama Playbook: https://tinyurl.com/panorama-playbook	At the beginning of the school year, all teachers will set clear classroom expectations for student attendance, document procedures for when students are absent, and maintain accurate records of absences and all parent/guardian communication. Output: Each teacher's classroom attendance expectations are posted and shared with families; documentation logs of communication are stored in a centralized system and reviewed monthly.
Arts Experiences https://www.evidenceforpa.org/strategies/arts-experiences	Teachers will receive training on how to incorporate arts' experiences and integrate the arts within standard content area lessons/units.

Attendance Expectations Protocol

Action Step
At the beginning of the school year, all teachers will set clear classroom expectations for student attendance, document procedures for when students are absent, and maintain accurate records of absences and all parent/guardian communication. Output: Each teacher's classroom attendance expectations are posted and shared with families; documentation logs of communication are stored in a centralized system and reviewed monthly.
Audience
K-5 Teachers
Topics to be Included

Equip teachers with strategies and data-driven techniques to set measurable goals and adapt instruction using the Knowledge Library. Through group discussions and collaborative planning, participants will leave with an actionable plan tailored to their unique needs.		
Evidence of Learning		
Professional development survey Small groups schedules submitted weekly Informal Observations during small group instruction by building leadership		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2025-08-28	2025-08-28

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

ECRI Training (K-2)

Action Step		
Provide training on fidelity-based delivery of ECRI routines. ESSA Tier 2 Output: Training agenda		
Audience		
K-2 Teachers		
Topics to be Included		
Provide training on fidelity-based delivery of ECRI routines. ESSA Tier 2		
Evidence of Learning		
Sign-in sheets, completed Acadience certification forms, training agendas		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal Loper	2025-08-15	2025-09-15

Learning Format

Type of Activities	Frequency
Workshop(s)	Two full day sessions
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Effective Small Group Instruction

Action Step		
Professional Development on consistent, effective small group instruction and the Workshop Model.		
Audience		
K-5 Teachers		
Topics to be Included		
Using data to form small groups for differentiation Classroom management while students are in small groups Using data to drive small group instruction to ensure groupings are flexible Using district resources and using a workshop model Utilizing workshop model to make small group transition more seamless		
Evidence of Learning		
Current Student Data Binders utilized during data meetings Small Group Instruction rubric used by principals during informal observation to ensure fidelity and effectiveness		
Lead Person/Position	Anticipated Start	Anticipated Completion
Loper - Principal	2025-09-15	2026-03-20

Learning Format

Type of Activities	Frequency
Inservice day	Three 1-hour sessions
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Arts Experiences and Integration

Action Step	
Teachers will receive training on how to incorporate arts' experiences and integrate the arts within standard content area lessons/units.	
Audience	
PK-5 Teachers	
Topics to be Included	
How to incorporate arts' experiences in lesson planning within content area lessons/units How to choose appropriate experiences for learning and the arts Examples of arts' integration and experiences in the elementary school	
Evidence of Learning	

Arts experiences and integration included in lesson planning Experiences tracking sheet		
Lead Person/Position	Anticipated Start	Anticipated Completion
Odom - AP	2025-09-15	2026-06-12

Learning Format

Type of Activities	Frequency
Inservice day	One hour session
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
CSI Approval 2025.pdf

Chief School Administrator	Date
Dr. Latrice Mumin	2025-09-29
Building Principal Signature	Date
Alonzo Loper, Jr.	2025-09-28
School Improvement Facilitator Signature	Date
Heather Stottlemeyer	2025-09-25