

Profile and Plan Essentials

School		AUN/Branch
Edgmont Scholars Academy		125231232
Address 1		
1450 Edgmont Ave		
Address 2		
City	State	Zip Code
Chester	PA	19013
Chief School Administrator		Chief School Administrator Email
Dr Latrice N Mumin		lmumin@chesteruplandsd.org
Principal Name		
Lavada D. Greene, Ed.D.		
Principal Email		
lgreene@chesteruplandsd.org		
Principal Phone Number		Principal Extension
484-658-3551		
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Stottlemeyer		hstottlemeyer@dcIU.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Lavada D. Greene	Principal	Edgmont Scholars Academy	lgreene@chesteruplandsd.org
Mrs. Markeisha Bell	Teacher	Edgmont Scholars Academy	mdixon@chesteruplandsd.org
Mrs. Ayshia Jackson	Principal	Edgmont Scholars Academy	ajackson@chesteruplandsd.org
Dr. Latrice L. Mumin	Chief School Administrator	Chester Upland School District	lmumin@chesteruplandsd.org
Dr. Khalid Sutton	Chief School Administrator	Chester Upland School District	ksutton@chesteruplandsd.org
Dr. Carlena Parker	District Level Leaders	Chester Upland School District	cparker@chesteruplandsd.org
Mrs. Monique Hales	District Level Leaders	Chester Upland School District	@chesteruplandsd.org
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Mr. Thomas White	Other	Edgmont Scholars Academy	twhite@chesteruplandsd.org
Ms. Kendall Mullen	Teacher	Edgmont Scholars Academy	kmullen@chesteruplandsd.org
Mr. Eros Uthman-Olukokun	District Level Leaders	Chester Upland School District	euthmanolukokun@chesteruplandsd.org
Ms. Deborah Mumford	Parent	Community	gooddaywb17@gmail.com

Vision for Learning

Vision for Learning

At Edgmont Scholars Academy we will work as a Community of All. Every person has a purpose, and they will work daily to ensure that they're successful. We will have collegial and student conversations that uplift and not tear down. All students deserve a first-class education that's not contingent upon their zip code. We will cultivate excellence within our students by ensuring they receive high quality instruction from educators using curriculum materials provided by the district and facilitate small group instruction daily in math and English Language Arts. We will support our educators by having continuous professional development in areas that will enhance their professional practices.

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	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All student groups exceeds the standard demonstrating growth in English Language Arts/Literature with an academic growth score of 76% for the 2023-2024 SY. This score not only meets the statewide growth standard but slightly exceeds the state average. This suggests that students made progress over the year, reflecting effective instruction and support in place for ELA.	We will leverage this strength to maintain an upward trajectory of scores.
All student groups exceeds the standard demonstrating growth in Math with an academic growth score of 71% for the 2023-2024 SY.	We will leverage this strength to maintain an upward trajectory of scores.
All student groups exceeds the standard demonstrating growth in Science with an academic growth score of 75% for the 2023-2024 SY.	We will leverage this strength to maintain an upward trajectory of scores.

Challenges

Indicator	Comments/Notable Observations
ELA data for the 2023-2024 SY shows that 11.6% of students scored proficient or advanced on the PSSA. This percentage is below both the statewide average and the 2033 statewide goal, indicating a continued need to strengthen core instruction and supports in literacy.	The percentage of ESA students scoring proficient or advanced is well below the statewide average of 53.9%. This is an area of concern for our school.
Math data for the 2023-2024 SY shows that 2.4% of students scored proficient or advanced on the PSSA. This indicates a need for continued focus on strengthening math instruction and support for all learners.	The percentage of ESA students scoring proficient or advanced is well below the statewide average of 40.2%. This is an area of concern for our school.

Science data for the 2023-2024 SY shows that 31.1% of students scored proficient or advanced on the PSSA. There is a continued focus on strengthening science instruction and support for all learners.	The percentage of ESA students scoring proficient or advanced is well below the statewide average of 59.2%. This is an area of concern for our school.
Across all tested subjects, the percentage of students performing at the Advanced level is significantly below the statewide averages: English Language Arts: 0.4% Mathematics/Algebra: 0.4% Science/Biology: 9.5% These low percentages indicate a need to better challenge high-performing students and provide more opportunities for advanced-level learning.	While overall growth is occurring in some areas, the limited number of students reaching the Advanced level suggests a gap in enrichment and rigor. Targeted strategies to extend learning for high-achieving students could help raise performance at the upper end of the achievement spectrum.
Only 65.8% of students are considered not chronically absent, indicating that more than half of the student population is missing significant instructional time. This level of chronic absenteeism poses a major barrier to academic progress and school engagement.	Despite low regular attendance rates, some student groups are still demonstrating academic growth, suggesting that when students are present, instruction is effective. Improving attendance could further accelerate academic outcomes and support more consistent learning.
In the Career Standards Benchmark, the All Student group was 31.5%, Black students 32.18% and Economically Disadvantaged 53.49%. This data reflects a significantly lower percentage than the statewide average of 91.4%.	Improving the percentage of students not meeting the Career Standards Benchmark will indicate: • Increased student awareness and understanding of career pathways and workplace readiness. • Enhanced delivery and effectiveness of career exploration activities and instruction. • Improved alignment between classroom instruction and Pennsylvania's Career Education and Work Standards. • Stronger student preparation for post-secondary education, employment, or workforce training. • Positive school climate and engagement, as students see relevance in their learning connected to real-world opportunities.

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

Strengths

Indicator	Comments/Notable Observations
The English Language Arts/Literature growth scores for key subgroups—Black students (76.0), Economically Disadvantaged students (64.0), and Combined Ethnicity (74.0)—are closely aligned with the All Student group's growth score of 75.0. This indicates consistent academic progress across diverse student populations.	The similar growth rates suggest that current instructional strategies are effectively supporting equity in student growth. Continued focus on these approaches can help maintain and build on this progress while addressing any remaining achievement gaps.

ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	
Indicator The English Language Arts/Literature growth scores for key subgroups—Black students (76.0), Economically Disadvantaged students (71.0), and Combined Ethnicity (76.0)—are closely aligned with the All Student group’s growth score of 76.0. This indicates consistent academic progress across diverse student populations. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations The similar growth rates suggest that current instructional strategies are effectively supporting equity in student growth. Continued focus on these approaches can help maintain and build on this progress while addressing any remaining achievement gaps.
Indicator The English Language Arts/Literature growth scores for key subgroups—Black students (71.0), Economically Disadvantaged students (71.0), and Combined Ethnicity (71.0)—are closely aligned with the All Student group’s growth score of 71.0. This indicates consistent academic progress across diverse student populations. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations The similar growth rates suggest that current instructional strategies are effectively supporting equity in student growth. Continued focus on these approaches can help maintain and build on this progress while addressing any remaining achievement gaps.

Challenges

Indicator In English Language Arts/Literature, the Black subgroup has a proficiency rate of 12.4%, Economically Disadvantaged subgroup at 6.1%, Students with Disabilities 12.8%, and the Combined Ethnicity subgroup at 11.5%. This highlights a significant gap in proficiency that needs to be addressed. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations While proficiency is low across all groups, the variation suggests there may be specific barriers impacting the Black subgroup more acutely. Targeted support and culturally responsive instructional strategies could help close this gap and improve outcomes for all students.
Indicator In Mathematics/Algebra, proficiency rates are low across all groups, with the All Student group at 2.4%, Black students at 2.7%,	Comments/Notable Observations While proficiency is low across all groups, the variation suggests there may be specific barriers impacting the Black subgroup more

Economically Disadvantaged students at 3.4%, Students with Disabilities 10.3%, the Combined Ethnicity group at 2.5%. These similar rates show that proficiency remains a challenge district-wide. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	acutely. Focusing on strategies to raise overall proficiency while maintaining equitable support will be key to improving outcomes for all learners.
Indicator Regular attendance rate for All Student Groups is 65.8% which is close to the Statewide Average 78.1%, but not meeting the expectation of Statewide Performance Standard of 94.1%. All Student group at 65.8%, Black Students at 65.4%, Economically Disadvantaged Students 65.0%, Students with Disabilities 68.4%, and Combined Ethnicity 65.6%. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The goal is to exceed 80% regular daily attendance.
Indicator In Science/Biology, proficiency rates for the Black subgroup at 33.8%, Economically Disadvantaged at 10.0%, and the Combined Ethnicity subgroup at 31.5%, all closely aligned with the All Student group's proficiency rate of 31.1%. This indicates that just over 68.9% of students are not meeting proficiency standards, leaving significant room for growth. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations The consistent proficiency rates across these groups suggest equitable access to instruction and support. Targeted efforts to deepen understanding and increase engagement could help raise proficiency levels for all students.
Indicator In the Career Standards Benchmark, the All Student group was 31.5%, Black students 32.18% and Economically Disadvantaged 53.49%. This data reflects a significantly lower percentage than the statewide average of 91.4%. ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations Improving the percentage of students not meeting the Career Standards Benchmark will indicate: • Increased student awareness and understanding of career pathways and workplace readiness. • Enhanced delivery and effectiveness of career exploration activities and instruction. • Improved alignment between classroom instruction and Pennsylvania's Career Education and Work Standards. • Stronger student preparation for

	post-secondary education, employment, or workforce training. • Positive school climate and engagement, as students see relevance in their learning connected to real-world opportunities.
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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.

All student groups exceeds the standard demonstrating growth in English Language Arts/Literature with an academic growth score of 76% for the 2023-2024 SY. This score not only meets the statewide growth standard but slightly exceeds the state average. This suggests that students made progress over the year, reflecting effective instruction and support in place for ELA.
All student groups exceeds the standard demonstrating growth in Math with an academic growth score of 71% for the 2023-2024 SY.
All student groups exceeds the standard demonstrating growth in Science with an academic growth score of 75% for the 2023-2024 SY.

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.

ELA data for the 2023-2024 SY shows that 11.6% of students scored proficient or advanced on the PSSA. This percentage is below both the statewide average and the 2033 statewide goal, indicating a continued need to strengthen core instruction and supports in literacy.
Math data for the 2023-2024 SY shows that 2.4% of students scored proficient or advanced on the PSSA. This indicates a need for continued focus on strengthening math instruction and support for all learners.
Only 65.8% of students are considered not chronically absent, indicating that more than half of the student population is missing significant instructional time. This level of chronic absenteeism poses a major barrier to academic progress and school engagement.
In the Career Standards Benchmark, the All Student group was 31.5%, Black students 32.18% and Economically Disadvantaged 53.49%. This data reflects a significantly lower percentage than the statewide average of 91.4%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady Data 6-8 beginning of the year testing:	2% Mid or Above Grade Level 1% Early on grade level 9% One Grade level below 7% Two Grade Levels below 79% Three or More Grade Levels below
iReady Data K-5 beginning of the year testing:	1% Mid or Above 6% Early on Grade Level 42% One Grade Level Below 32% Two Grade Levels Below 19% Three or More Grade Levels Below
iReady Data 6-8 Mid Year Testing	5% Mid or Above Grade Level 2% Early On Grade Level 9% One Grade Level below 6% Two Grades below 77% three grades below
iReady Data K-5 End of the year testing:	15 % Mid/Above Grade Level 14% Early on Grade Level 37% One Grade Level Below 22% Two Grade Levels Below 13% Three or More Grade Levels Below
Acadience Data End of the year testing:	Kindergarten 75% At/Above Benchmark 1st grade 42% At/Above Benchmark 2nd grade 26% At/Above Benchmark 3rd grade 25% At/Above Benchmark

English Language Arts Summary

Strengths

Use of small group instruction and grade level lessons as ELA interventions.
The reading specialists will support students to address their individual needs.
Frequent fidelity checks.

Challenges

Teachers did not utilize the curriculum maps, pacing guides or Core Resources provided with fidelity.
Training for curriculum programs for new/emerging staff to become acclimated .
Regular student attendance.

Mathematics

Data	Comments/Notable Observations
iReady Data 6-8 beginning of the year testing:	1% Early on Grade Level 11% One Grade Level Below 10% Two Grade Levels Below 78% Three or More Grade Levels Below
iReady Data K-5 beginning of the year testing:	37% One Grade Level Below 37% Two Grade Levels Below 26% Three or More Grade Levels Below
iReady Data 6-8 mid year	2% Mid/Above Grade Level 6% Early on grade level 10% 1 grade level below 13% 2 grade level below

assessment	68% Three or more grade levels below
iReady Data K-5 end of the year testing:	9% Mid/Above Grade Level 13% Early on Grade Level 46 % One Grade Level Below 23% Two Grade Levels Below 9% Three or More Grade Levels Below

Mathematics Summary

Strengths

For the 2025-2026 SY we will continue using enVision math curriculum and for core mathematics instruction, iReady for personalized student pathways and First in Math as math resources.
Professional Learning Specialists will support teachers in the use of best practices and implementation of core resources.
The DCIU supported teachers and staff in implementing guidelines and practices for math.

Challenges

Continual professional development on math eligible content.
Continuing to use curriculum maps or pacing guides to ensure that instruction is aligned with PA Core Standards.
Regular student attendance.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
31.1% proficiency score in the 2023-2024 PSSA	Science scores show our highest rates of proficiency.

Science, Technology, and Engineering Education Summary

Strengths

For the 2025-2026 SY teachers will utilize the Elevate Science curriculum for science instruction.
The Professional Learning Specialists will support teachers in the use of best practices and implementation of core resources.

Challenges

Ongoing professional development needed for all staff.
Need to adopt a tool to measure science/biology throughout the year.
Regular student attendance.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance Career Readiness Program is utilized for students in 3-12 grades.	2023-2024 data states 31.5% of students met the career standards benchmark. The statewide performance standard is 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.

The use of the Naviance platform to provide students with College and Career readiness activities and to store student artifacts has facilitated students meeting the state standards.
We have counselors to support all students' college and career goal attainment.

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.

There is no flexibility in the Naviance student portal for students who require accommodations and supports.
Ensuring all students have access and exposure to college and career from the beginning of the year.
Career Standards Benchmark data states 31.5% of students met the career standards benchmark. The statewide performance standard is 98%.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
There is a need to ensure that autistic support classes have core curriculum materials. Special educators have to advocate for materials, access to online platforms, etc.	
Not all students with disabilities take the Acadience assessment	Autistic Support students do not currently have Acadience testing administered

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
All students at Edgmont Scholars Academy receive free and reduced breakfast and lunch.	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	

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.

After the iReady diagnostic assessment in ELA and math, students receive a leveled instructional learning path to support their individual academic needs.
Our Reading Specialist will be available to support students academically.
Conducting monthly data conferences with students.
ESA ensures that all student subgroups, including economically disadvantaged students and those with disabilities, are intentionally included in instructional planning and whole-school events such as field trips and field day activities.
With all students receiving free and reduced lunch, the school prioritizes equity by designing inclusive experiences that meet the needs of every learner, regardless of background or ability.

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.

Improving the understanding of iReady's individual pathways and student needs based on diagnostic data will ensure students receive targeted interventions and make progress toward their individual goals.
Staff participation in professional development to support their effective implementation of curriculum and understanding student data .
While ESA is committed to including all student subgroups, it remains a challenge to ensure that all teachers have equitable access to high-quality instructional materials tailored to meet the diverse needs of their students.
Consistency in resources across classrooms is a concern, as disparities in materials and supports can impact teachers' ability to effectively differentiate instruction for economically disadvantaged students and those with disabilities.
Meeting the Career Standards Benchmark.

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	Operational

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Through the implementation of our district observation protocol, teachers receive frequent, timely, and systematic feedback and support regarding district initiatives and instructional practices.

Implementation of teacher biweekly and monthly grade-level PLC meetings with colleagues across the district.
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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?

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
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Implement evidence-based strategies to engage families to support learning.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
All student groups exceeds the standard demonstrating growth in English Language Arts/Literature with an academic growth score of 76% for the 2023-2024 SY. This score not only meets the statewide growth standard but slightly exceeds the state average. This suggests that students made progress over the year, reflecting effective instruction and support in place for ELA.	False
All student groups exceeds the standard demonstrating growth in Math with an academic growth score of 71% for the 2023-2024 SY.	False
All student groups exceeds the standard demonstrating growth in Science with an academic growth score of 75% for the 2023-2024 SY.	False
Use of small group instruction and grade level lessons as ELA interventions.	True
The reading specialists will support students to address their individual needs.	True
Frequent fidelity checks.	False
For the 2025-2026 SY we will continue using enVision math curriculum and for core mathematics instruction, iReady for personalized student pathways and First in Math as math resources.	True
Professional Learning Specialists will support teachers in the use of best practices and implementation of core resources.	True
The DCIU supported teachers and staff in implementing guidelines and practices for math.	False
For the 2025-2026 SY teachers will utilize the Elevate Science curriculum for science instruction.	True
The Professional Learning Specialists will support teachers in the use of best practices and implementation of core resources.	False
After the iReady diagnostic assessment in ELA and math, students receive a leveled instructional learning path to support their individual academic needs.	True
Our Reading Specialist will be available to support students academically.	True
The use of the Naviance platform to provide students with College and Career readiness activities and to store student artifacts has facilitated students meeting the state standards.	False
We have counselors to support all students' college and career goal attainment.	True
Through the implementation of our district observation protocol, teachers receive frequent, timely, and	True

systematic feedback and support regarding district initiatives and instructional practices.	
Implementation of teacher biweekly and monthly grade-level PLC meetings with colleagues across the district.	False
Conducting monthly data conferences with students.	True
ESA ensures that all student subgroups, including economically disadvantaged students and those with disabilities, are intentionally included in instructional planning and whole-school events such as field trips and field day activities.	False
With all students receiving free and reduced lunch, the school prioritizes equity by designing inclusive experiences that meet the needs of every learner, regardless of background or ability.	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
In the Career Standards Benchmark, the All Student group was 31.5%, Black students 32.18% and Economically Disadvantaged 53.49%. This data reflects a significantly lower percentage than the statewide average of 91.4%.	True
ELA data for the 2023-2024 SY shows that 11.6% of students scored proficient or advanced on the PSSA. This percentage is below both the statewide average and the 2033 statewide goal, indicating a continued need to strengthen core instruction and supports in literacy.	False
Math data for the 2023-2024 SY shows that 2.4% of students scored proficient or advanced on the PSSA. This indicates a need for continued focus on strengthening math instruction and support for all learners.	False
Only 65.8% of students are considered not chronically absent, indicating that more than half of the student population is missing significant instructional time. This level of chronic absenteeism poses a major barrier to academic progress and school engagement.	False
Teachers did not utilize the curriculum maps, pacing guides or Core Resources provided with fidelity.	True
Training for curriculum programs for new/emerging staff to become acclimated .	True
Regular student attendance.	True
Continual professional development on math eligible content.	True
Continuing to use curriculum maps or pacing guides to ensure that instruction is aligned with PA Core Standards.	False
Regular student attendance.	False
Ongoing professional development needed for all staff.	False

There is no flexibility in the Naviance student portal for students who require accommodations and supports.	False
Ensuring all students have access and exposure to college and career from the beginning of the year.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	False
Implement evidence-based strategies to engage families to support learning.	True
Improving the understanding of iReady's individual pathways and student needs based on diagnostic data will ensure students receive targeted interventions and make progress toward their individual goals.	True
Staff participation in professional development to support their effective implementation of curriculum and understanding student data .	True
Need to adopt a tool to measure science/biology throughout the year.	False
Regular student attendance.	False
While ESA is committed to including all student subgroups, it remains a challenge to ensure that all teachers have equitable access to high-quality instructional materials tailored to meet the diverse needs of their students.	False
Consistency in resources across classrooms is a concern, as disparities in materials and supports can impact teachers' ability to effectively differentiate instruction for economically disadvantaged students and those with disabilities.	False
Career Standards Benchmark data states 31.5% of students met the career standards benchmark. The statewide performance standard is 98%.	False
Meeting the Career Standards Benchmark.	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.

Ongoing professional development for staff is vital to student success. Continued review of school-wide data will shape best practices for teachers in order to support student learning.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In the Career Standards Benchmark, the All Student group was 31.5%, Black students 32.18% and Economically Disadvantaged 53.49%. This data reflects a significantly lower percentage than the statewide average of 91.4%.		False
Continual professional development on math eligible content.		False
Implement evidence-based strategies to engage families to support learning.		False
Teachers did not utilize the curriculum maps, pacing guides or Core Resources provided with fidelity.		True
Training for curriculum programs for new/emerging staff to become acclimated .		False
Improving the understanding of iReady's individual pathways and student needs based on diagnostic data will ensure students receive targeted interventions and make progress toward their individual goals.		True
Staff participation in professional development to support their effective implementation of curriculum and understanding student data .		False
Regular student attendance.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use of small group instruction and grade level lessons as ELA interventions.	
The reading specialists will support students to address their individual needs.	
After the iReady diagnostic assessment in ELA and math, students receive a leveled instructional learning path to support their individual academic needs.	The implementation of a school data team and student data chats regarding IReady data will be a focus of the plan.
Our Reading Specialist will be available to support students academically.	The school data team will monitor student usage and progress toward their ELA and math goals.
For the 2025-2026 SY teachers will utilize the Elevate Science curriculum for science instruction.	
We have counselors to support all students' college and career goal attainment.	
Through the implementation of our district observation protocol, teachers receive frequent, timely, and systematic feedback and support regarding	Teachers will be provided with ongoing professional development on the Danielson Framework and district

district initiatives and instructional practices.	observation and monitoring tools.
For the 2025-2026 SY we will continue using enVision math curriculum and for core mathematics instruction, iReady for personalized student pathways and First in Math as math resources.	
Professional Learning Specialists will support teachers in the use of best practices and implementation of core resources.	
Conducting monthly data conferences with students.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If teachers in grades K-2 consistently implement Foundations 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 Foundations 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 Foundations instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level (Kindergarten: 119+, Grade 1: 155+, Grade 2: 238+), as measured by the Acadience Reading assessment, through consistent, fidelity-based implementation of the Foundations program.			
Measurable Goal Nickname (35 Character Max)			
Foundations K-2			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, at least 35% of students in grades 1-2 receiving Foundation instruction will meet or exceed the beginning-of-the-year benchmark composite score on the Acadience Reading Assessment. (Kindergarten: 26+ (Letter Naming Fluency Focus), Grade 1: 113+, Grade 2: 141+)	By December 30, 2025, at least 40% of students in grades K-2 receiving Foundation instruction will meet or exceed the middle of the year benchmark composite score on the Acadience Reading Assessment. (Kindergarten: 122+, Grade 1: 130+, Grade 2: 190+).	By March 30, 2026, at least 70% of students in the identified Foundations 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 aimline.	By June 30, 2026, at least 45% of students in grades K-2 receiving Foundations instruction will meet or exceed the Acadience end-of-year benchmark composite score on the Acadience Reading Assessment. (Kindergarten: 119+, Grade 1: 155+, Grade 2: 238+)

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
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)

By June 30, 2026, 5.5% of students will score proficient or advanced in Math on the Pennsylvania State Assessments. By June 30, 2026, 15% of students will score on or above grade level on iReady's Diagnostic 3 Math assessment.			
Measurable Goal Nickname (35 Character Max)			
Essential Practices: iReady			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 3% of students in grades K-8 will score on or above grade level on I-Ready Diagnostic 1. September 30, 2025, 70% or more of students in K-8 will complete at least 1 i-Ready math lesson at 50% or greater proficiency rate.	By December 30, 2025, 6% of students in grades K-8 will score on or above grade level on I-Ready Diagnostic 2. December 30, 2025, 70% or more of students in K-8 will complete at least 1 i-Ready math lesson at 60% or greater proficiency rate.	By March 30, 2026, 70% or more of students in K-8 will complete 23 or more i-Ready math lessons at 65% or greater proficiency rate.	By June 30, 2026, 12% of students in grades K-8 will score on or above grade level on i-Ready Diagnostic 3. June 30, 2025, 70% or more of students in K-8 will complete at least 1 i-Ready math lesson at 70% or greater proficiency rate.

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, regular attendance will be 56%. By June 30, 2026, 65% of staff will use the Remind App to alert families of a student absence.			
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 will be 62%. By September 30, 2025, Remind app alerts for notifying families of a student absence will be 50%.	By December 30, 2025, regular attendance will be 60%. By December 30, 2025, Remind app alerts for notifying families of a student absence will be 55%.	By March 30, 2026, regular attendance will be 58%. By March 30, 2026, Remind app alerts for notifying families of a student absence will be 60%.	By June 30, 2026, regular attendance for all students will be 56%. By June 30, 2026, Remind app alerts for notifying families of a student absence will be 65%.

Action Plan

Measurable Goals

Essential Practices: iReady	Regular Attendance
Foundations K-2	

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

Measurable Goals:

- By June 30, 2026, 5.5% of students will score proficient or advanced in Math on the Pennsylvania State Assessments. By June 30, 2026, 15% of students will score on or above grade level on iReady's Diagnostic 3 Math assessment.

Action Step		Anticipated Start/Completion Date	
Align the school's schedule to allow for District level expectations for iReady minutes and small group instruction		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Building Schedule	No	
Action Step		Anticipated Start/Completion Date	
Train teachers on the use of iReady and it diagnostic tools to inform their teaching.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Professional Learning Specialist Teachers	iReady data	Yes	
Action Step		Anticipated Start/Completion Date	
Administer BOY iReady benchmark.		2025-09-08	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Computers iReady usernames and passwords	No	
Action Step		Anticipated	

		Start/Completion Date	
Conduct an initial round of “Impactful Practices” (aka Look Fors) data collection to determine instructional improvement goals		2025-09-01	2025-09-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Feedback to teachers	No	
Action Step		Anticipated Start/Completion Date	
Analyze quarter 1 iReady data develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction; students in flexible groups should have similar skill needs (not just grouped exclusively by Diagnostic performance band).		2025-09-30	2025-11-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Professional Learning Specialists Teachers	iReady Data	Yes	
Action Step		Anticipated Start/Completion Date	
Utilize small group instruction rubric bi-weekly to gauge consistent implementation of small group instruction to support targeted skill development.		2025-10-01	2025-11-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Feedback via Frontline	No	
Action Step		Anticipated Start/Completion Date	
Quarter 1 Meeting: Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PDs and coaching.		2025-11-10	2025-12-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Feedback	No	
Action Step		Anticipated Start/Completion Date	
Conduct Q2 round of “Impactful Practices” (aka Look Fors) data collection to determine instructional improvement goals.		2025-11-14	2025-12-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Feedback sent via frontline	No	
Action Step		Anticipated Start/Completion Date	
Utilize small group instruction rubric biweekly to gauge consistent implementation of small group instruction to support targeted skill development.		2026-01-05	2026-02-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Feedback sent via frontline	No	
Action Step		Anticipated Start/Completion Date	
Administer MOY iReady Benchmark		2026-01-19	2026-02-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Computers iReady usernames and passwords	No	
Action Step		Anticipated Start/Completion Date	
Quarter 2 Meeting: Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PDs and coaching.		2026-01-26	2026-02-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Feedback	No	
Action Step		Anticipated Start/Completion Date	
Conduct Q3 round of “Impactful Practices” (aka Look Fors) data collection to determine instructional improvement goals.		2026-01-30	2026-02-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Feedback sent via frontline	No	
Action Step		Anticipated Start/Completion Date	
Utilize small group instruction rubric biweekly to gauge consistent implementation of small group instruction to		2026-03-	2026-04-

support targeted skill development.		06	03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Feedback sent via frontline	No	
Action Step		Anticipated Start/Completion Date	
Quarter 3 Meeting: Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PDs and coaching.		2026-03-30	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Feedback	No	
Action Step		Anticipated Start/Completion Date	
Conduct Q4 round of “Impactful Practices” (aka Look Fors) data collection to determine instructional improvement goals.		2026-03-31	2026-04-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Feedback sent via frontline	No	
Action Step		Anticipated Start/Completion Date	
Administer EOY iReady Benchmark		2026-05-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Computers iReady usernames and passwords	No	
Action Step		Anticipated Start/Completion Date	
Quarter 4 Meeting: Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PDs and coaching.		2026-06-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Feedback	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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By June 30, 2026, 5.5% of students will score proficient or advanced in Math on the Pennsylvania State Assessments. By June 30, 2026, 15% of students will score on or above grade level on iReady's Diagnostic 3 Math assessment.	People: Principal, Assistant Principals, Teachers, Leadership Team, and Professional Learning Specialist. Frequency: Biweekly - monitoring tool / Monthly - Leadership Team Review / Quarterly - School Improvement Team. People: Principal, Assistant Principals, Teachers, Leadership Team, and Professional Learning Specialist. Frequency: Biweekly - monitoring tool / Monthly - Leadership Team Review / Quarterly - School Improvement Team. Method: Bi-weekly usage report, monthly data monitoring, quarterly data routine
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Action Plan For: <https://www.evidenceforpa.org/strategies/success-for-all>

Measurable Goals:	
By June 30, 2026, at least 45% of students in grades K–2 receiving Foundations instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level (Kindergarten: 119+, Grade 1: 155+, Grade 2: 238+), as measured by the Acadience Reading assessment, through consistent, fidelity-based implementation of the Foundations program.	

Action Step		Anticipated Start/Completion Date	
Review Foundations full routines with teachers; sound drill, dictation, connected text, etc. as well as weekly pacing and monitoring expectations.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Professional Learning Specialists	Foundations materials	Yes	
Action Step		Anticipated Start/Completion Date	
Implement Foundations with Fidelity: Ensure daily instruction follows the full routine (sound drill, dictation, connected text, etc.) and monitor pacing through weekly walkthroughs.		2025-09-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Foundations materials Feedback via frontline	No	
Action Step		Anticipated Start/Completion Date	
Provide Teacher Support & Collaboration: Hold monthly data meetings, model small group instruction, and give actionable feedback to improve lesson delivery and intervention.		2025-09-05	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Professional Learning Specialist Teachers	Acadience data Foundations tracker data	Yes	
Action Step		Anticipated Start/Completion Date	
Administer Acadience BOY assessment and Foundations Unit 1 checks to group students by need and target decoding, blending, and high-frequency words.		2025-09-12	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Professional Learning Specialist Teachers	Acadience assessment	No	
Action Step		Anticipated Start/Completion Date	
Analyze BOY results at the monthly data meeting, compare to the target, and prepare a BOY intervention summary to inform the next action cycle.		2025-10-01	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Professional Learning Specialist Teachers	Completed BOY data	Yes	
Action Step		Anticipated Start/Completion Date	
Engage Students & Families: Set BOY individual student reading goals and send home aligned practice and family support letters.		2025-10-01	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Professional Learning Specialist Teachers	Acadience data Family support letter template	Yes	
Action Step		Anticipated Start/Completion Date	
Progress Monitor Regularly: Weekly monitoring for students below benchmark using NWF and ORF; review data biweekly to regroup and adjust instruction.		2025-10-06	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Professional Learning Specialist Teachers	Progress monitoring tool	Yes	
Action Step		Anticipated Start/Completion Date	
Author visits to school Impact of an Author Speaking to Young Children: Inspires Reading, Boosts Creativity, Builds Confidence, Teaches the Writing Process, Broadens Perspectives, and Strengthens Community.		2025-11-03	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Funds to purchase books from author	No	
Action Step		Anticipated Start/Completion Date	

Quarter 1 Goal Progress Review Meeting To review Foundations and Acadience data from Quarter 1 and assess progress toward established goals. Based on the data outcomes, supports and interventions will be adjusted to better meet identified needs.		2025-11-10	2025-11-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Stakeholders from the Leadership Team, sample of K-2 teachers, Professional Learning Specialist.	Foundations data Acadience data	No	
Action Step		Anticipated Start/Completion Date	
Progress Monitor Regularly: Weekly monitoring for students below benchmark using NWF and ORF; review data biweekly to regroup and adjust instruction.		2025-12-01	2026-01-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Professional Learning Specialists Teachers	Progress monitoring tool	Yes	
Action Step		Anticipated Start/Completion Date	
Administer Acadience MOY assessment according to standardized protocol.		2026-01-12	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Completed MOY Data	No	
Action Step		Anticipated Start/Completion Date	
Quarter 2 Goal Progress Review Meeting To review Foundations and Acadience data from Quarter 2 and assess progress toward established goals. Based on the data outcomes, supports and interventions will be adjusted to better meet identified needs.		2026-01-26	2026-02-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Stakeholders from the Leadership Team, sample of K-2 teachers, Professional Learning Specialist.	Foundations data Acadience data	No	
Action Step		Anticipated Start/Completion Date	
Analyze MOY results at the monthly data meeting, compare to the target, and prepare a mid-year intervention summary to inform the next action cycle.		2026-02-02	2026-02-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Leadership Team	Acadience MOY Data	No	
Action Step		Anticipated Start/Completion Date	

Engage Students & Families: Set MOY individual student reading goals and send home aligned practice and family support letters.		2026-02-11	2026-02-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Professional Learning Specialists Teachers	Acadience data Family support letter template	Yes	
Action Step		Anticipated Start/Completion Date	
Quarter 3 Goal Progress Review Meeting To review Foundations and Acadience data from Quarter 3 and assess progress toward established goals. Based on the data outcomes, supports and interventions will be adjusted to better meet identified needs.		2026-04-06	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Stakeholders from the Leadership Team, sample of K-2 teachers, Professional Learning Specialist.	Foundations data Acadience data	No	
Action Step		Anticipated Start/Completion Date	
Administer the Acadience EOY Reading Assessment according to standardized protocol.		2026-05-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Completed EOY Data	No	
Action Step		Anticipated Start/Completion Date	
Engage Students and families: review yearly progress and send home the family support letter including next steps to families.		2026-06-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Professional Learning Specialists Teachers	Acadience data Family support letter template	No	
Action Step		Anticipated Start/Completion Date	
Quarter 4 Goal Progress Review Meeting Review outcome data compared to the goal, identify what worked, and draft improvement recommendations for the next school year.		2026-06-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Professional Learning Specialist Teachers	2025-2026 Acadience data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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By June 30, 2026, at least 45% of students in grades K–2 receiving Foundations instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level (Kindergarten: 119+, Grade 1: 155+, Grade 2: 238+), as measured by the Acadience Reading assessment, through consistent, fidelity-based implementation of the Foundations program.	Monitoring: Bi-weekly, Monthly, Quarterly Monitoring People: K-2 teachers, Principal, Assistant Principal, Professional Learning Specialists Frequency: Bi-weekly, monthly, and quarterly Method: Bi-weekly tool, monthly monitoring routine, quarterly data routine
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Action Plan For: PBIS

Measurable Goals:	
- By June 30, 2026, at least 45% of students in grades K–2 receiving Foundations instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level (Kindergarten: 119+, Grade 1: 155+, Grade 2: 238+), as measured by the Acadience Reading assessment, through consistent, fidelity-based implementation of the Foundations program. - By June 30, 2026, regular attendance will be 56%. By June 30, 2026, 65% of staff will use the Remind App to alert families of a student absence. - By June 30, 2026, 5.5% of students will score proficient or advanced in Math on the Pennsylvania State Assessments. By June 30, 2026, 15% of students will score on or above grade level on iReady's Diagnostic 3 Math assessment.	

Action Step		Anticipated Start/Completion Date	
Train teachers in their role in implementing the school's attendance plan. The includes checking in with students/families with 1-3 absences to ensure attendance policies are understood, correctly taking attendance daily, and taking part in the MTSS Process		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Counselor Social Worker	Panorama Playbook Professional Development Session, Teacher Handbook	Yes	
Action Step		Anticipated Start/Completion Date	
Launch a PBIS pep rally to introduce the systems and attendance requirements for quarterly celebrations		2025-09-01	2025-09-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Markeisha Bell, PBIS Lead PBIS Team	PBIS Supplies	No	
Action Step		Anticipated Start/Completion Date	
Conduct MTSS meetings to address attendance from prior year and to address any barriers and concerns for the current year. Compile a list of students that had chronic attendance issues and have a plan in Panorama for attendance.		2025-09-01	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Team Attendance Team PBIS Team	Panorama Data Panorama Playbook Tier 2 Strategies	No	
Action Step		Anticipated Start/Completion Date	
Teachers will call/text parents of students that have been absent for 3 or more days. Documentation of parent contact must be memorialized in Panorama.		2025-09-05	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teacher	Panorama	No	
Action Step		Anticipated Start/Completion Date	
Front office will distribute the 3/6/10 attendance letters to address the chronic absenteeism		2025-09-05	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Secretary	Panorama Postcard PowerSchool 3, 6, 10 letters	No	
Action Step		Anticipated Start/Completion Date	
Bi-weekly review of student attendance data will be conducted to identify students demonstrating regular attendance as well as those exhibiting patterns of chronic absenteeism. Targeted interventions will be implemented for students flagged for chronic absenteeism, and all interventions will be documented in Panorama for progress monitoring and accountability.		2025-09-05	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Counselor Social Worker	Panorama Attendance data	No	
Action Step		Anticipated	

		Start/Completion Date	
Strategies from the Panorama Playbook that emphasize the importance of regular attendance and reducing chronic absenteeism will be shared with families monthly through the electronic family newsletter. These communications will support families in fostering consistent school attendance at home.		2025-09-05	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Panorama Playbook Electronic Family Newsletter	No	
Action Step		Anticipated Start/Completion Date	
Quarter 1 Attendance & Goal Progress Review Meeting To review attendance data from Quarter 1 and assess progress toward established goals. Based on the data outcomes, supports and interventions will be adjusted to better meet identified needs.		2025-11-10	2025-11-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Stakeholders from the Leadership Team, Attendance team, PBIS team and Student Services Team.	Attendance data	No	
Action Step		Anticipated Start/Completion Date	
Q1 PBIS field trip to celebrate the students who received 90% attendance during Q1. Q1: September, October, November;		2025-12-01	2025-12-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team PBIS Team	Attendance Reports PBIS supplies and funding	No	
Action Step		Anticipated Start/Completion Date	
Teachers will call/text parents of students that have been absent for 3 or more days. Documentation of parent contact must be memorialized in Panorama.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Panorama	No	
Action Step		Anticipated Start/Completion Date	
Front office will distribute the 3/6/10 attendance letters to address the chronic absenteeism		2025-11-	2026-01-

		10	23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Secretary	Panorama Postcard PowerSchool 3, 6, 10 letters	No	
Action Step		Anticipated Start/Completion Date	
Bi-weekly review of student attendance data will be conducted to identify students demonstrating regular attendance as well as those exhibiting patterns of chronic absenteeism. Targeted interventions will be implemented for students flagged for chronic absenteeism, and all interventions will be documented in Panorama for progress monitoring and accountability.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Counselor Social Worker	Panorama Attendance data	No	
Action Step		Anticipated Start/Completion Date	
Strategies from the Panorama Playbook that emphasize the importance of regular attendance and reducing chronic absenteeism will be shared with families monthly through the electronic family newsletter. These communications will support families in fostering consistent school attendance at home.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Panorama Playbook Electronic Family Newsletter	No	
Action Step		Anticipated Start/Completion Date	
Quarter 2 Attendance & Goal Progress Review Meeting To review attendance data from Quarter 2 and assess progress toward established goals. Based on the data outcomes, supports and interventions will be adjusted to better meet identified needs.		2026-01-26	2026-02-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Stakeholders from the Leadership Team, Attendance team, PBIS team and Student Services Team.	Attendance data	No	
Action Step		Anticipated Start/Completion Date	
Q2 PBIS field trip to celebrate the students who received 90% attendance during Q2. Q2: December, January;		2026-02-02	2026-02-27

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team PBIS Team	Attendance Reports PBIS supplies and funding	No	
Action Step		Anticipated Start/Completion Date	
Teachers will call/text parents of students that have been absent for 3 or more days. Documentation of parent contact must be memorialized in Panorama.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Panorama	No	
Action Step		Anticipated Start/Completion Date	
Front office will distribute the 3/6/10 attendance letters to address the chronic absenteeism		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Secretary	Panorama Postcard PowerSchool 3, 6, 10 letters	No	
Action Step		Anticipated Start/Completion Date	
Bi-weekly review of student attendance data will be conducted to identify students demonstrating regular attendance as well as those exhibiting patterns of chronic absenteeism. Targeted interventions will be implemented for students flagged for chronic absenteeism, and all interventions will be documented in Panorama for progress monitoring and accountability.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Counselor Social Worker	Panorama Attendance data	No	
Action Step		Anticipated Start/Completion Date	
Quarter 3 Attendance & Goal Progress Review Meeting To review attendance data from Quarter 3 and assess progress toward established goals. Based on the data outcomes, supports and interventions will be adjusted to better meet identified needs.		2026-04-06	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Stakeholders from the Leadership Team, Attendance team, PBIS team and Student Services Team.	Attendance data	No	

Action Step		Anticipated Start/Completion Date	
Q3 PBIS field trip to celebrate the students who received 90% attendance during Q3. Q3: February and March;		2026-04-01	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team PBIS Team	Attendance Reports PBIS supplies and funding	No	
Action Step		Anticipated Start/Completion Date	
Teachers will call/text parents of students that have been absent for 3 or more days. Documentation of parent contact must be memorialized in Panorama.		2026-03-30	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Panorama	No	
Action Step		Anticipated Start/Completion Date	
Front office will distribute the 3/6/10 attendance letters to address the chronic absenteeism		2026-03-30	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Secretary	Panorama Postcard PowerSchool 3, 6, 10 letters	No	
Action Step		Anticipated Start/Completion Date	
Bi-weekly review of student attendance data will be conducted to identify students demonstrating regular attendance as well as those exhibiting patterns of chronic absenteeism. Targeted interventions will be implemented for students flagged for chronic absenteeism, and all interventions will be documented in Panorama for progress monitoring and accountability.		2026-03-30	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Counselor Social Worker	Panorama Attendance data	No	
Action Step		Anticipated Start/Completion Date	
Strategies from the Panorama Playbook that emphasize the importance of regular attendance and reducing		2026-03-	2026-06-

chronic absenteeism will be shared with families monthly through the electronic family newsletter. These communications will support families in fostering consistent school attendance at home.		30	12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Panorama Playbook Electronic Family Newsletter	No	
Action Step		Anticipated Start/Completion Date	
Q4 PBIS field trip to celebrate the students who received 90% attendance during Q4. Q4: April, May and June		2026-06-01	2026-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team PBIS Team	Attendance Reports PBIS supplies and funding	No	
Action Step		Anticipated Start/Completion Date	
Quarter 4 Attendance & Goal Progress Review Meeting To review attendance data from Quarter 4 and assess progress toward established goal.		2026-06-12	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Stakeholders from the Leadership Team, Attendance team, PBIS team and Student Services Team.	Attendance data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 30, 2026, regular attendance will be 56%.	Monitoring: Bi-weekly, Monthly, Quarterly Monitoring People: Principal, Assistant Principal, Teachers, Counselor, School Secretary, Climate Manager, Attendance Team, PBIS Team Frequency: Bi-weekly, monthly, and quarterly Method: Bi-weekly tool, monthly monitoring routine, quarterly data routine

Action Plan For: Texting with Parents

Measurable Goals:
- By June 30, 2026, at least 45% of students in grades K–2 receiving Foundations instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level (Kindergarten: 119+, Grade 1: 155+, Grade 2: 238+), as measured by the Acadience Reading assessment, through consistent, fidelity-based implementation of the Foundations program. - By June 30, 2026, regular attendance will be 56%. By June 30, 2026, 65% of staff will use the Remind App to alert families of a student

absence.

- By June 30, 2026, 5.5% of students will score proficient or advanced in Math on the Pennsylvania State Assessments. By June 30, 2026, 15% of students will score on or above grade level on iReady's Diagnostic 3 Math assessment.

Action Step		Anticipated Start/Completion Date	
Parents will be invited to join the Remind Hub through notifications shared in the electronic family newsletter. This platform will be used to support timely communication and engagement throughout the school year.		2025-09-01	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Purchase of Remind license for staff	No	
Action Step		Anticipated Start/Completion Date	
Staff will receive training on how to effectively utilize the Remind app to support consistent, clear, and timely communication with students and families.		2025-09-01	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Professional Learning Specialist	Remind application	Yes	
Action Step		Anticipated Start/Completion Date	
Staff will utilize the Remind Hub as the central platform for all communication with parents. Streamlining communication through a single platform will ensure clear messaging, ease of access for families, and a centralized portal for all school-related updates.		2025-10-01	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Staff	Remind Application	No	
Action Step		Anticipated Start/Completion Date	
Staff will communicate with parents when a student is absent to ensure timely follow-up, reinforce the importance of regular attendance, and provide support if needed.		2025-10-01	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Staff	Remind Application	No	
Action Step		Anticipated Start/Completion Date	
Remind application usage will be monitored biweekly to ensure consistent communication practices. Usage data		2025-10-01	2025-11-

will be shared with staff monthly through the electronic staff newsletter to promote accountability and celebrate engagement efforts.			07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Remind data usage	No	
Action Step		Anticipated Start/Completion Date	
Teachers will share a weekly update with families outlining the instructional focus for ELA, Math, Foundations, Science, and Social Studies. These updates will help keep families informed and engaged in their child's learning.		2025-10-01	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Remind Application	No	
Action Step		Anticipated Start/Completion Date	
Q1 Goal Progress Review Meeting To Remind data from Quarter 1 and assess progress toward established goals. Based on the data outcomes, supports and interventions will be adjusted to better meet identified needs.		2025-11-10	2025-11-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal School Improvement Team Members	Remind data	No	
Action Step		Anticipated Start/Completion Date	
Staff will communicate with parents when a student is absent to ensure timely follow-up, reinforce the importance of regular attendance, and provide support if needed.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Staff	Remind	No	
Action Step		Anticipated Start/Completion Date	
Remind application usage will be monitored biweekly to ensure consistent communication practices. Usage data will be shared with staff monthly through the electronic staff newsletter to promote accountability and celebrate engagement efforts.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Remind data	No	
Action Step		Anticipated Start/Completion Date	
Teachers will share a weekly update with families outlining the instructional focus for ELA, Math, Foundations, Science, and Social Studies. These updates will help keep families informed and engaged in their child's learning.		2025-11-10	2026-01-23

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Remind Application	No	
Action Step		Anticipated Start/Completion Date	
Q2 Goal Progress Review Meeting Review Remind data from Quarter 2 and assess progress toward established goals. Based on the data outcomes, supports and interventions will be adjusted to better meet identified needs.		2026-01-26	2026-02-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal School Improvement Team Members	Remind data	No	
Action Step		Anticipated Start/Completion Date	
Staff will communicate with parents when a student is absent to ensure timely follow-up, reinforce the importance of regular attendance, and provide support if needed.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Staff	Remind app	No	
Action Step		Anticipated Start/Completion Date	
Remind application usage will be monitored biweekly to ensure consistent communication practices. Usage data will be shared with staff monthly through the electronic staff newsletter to promote accountability and celebrate engagement efforts.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Remind data	No	
Action Step		Anticipated Start/Completion Date	
Teachers will share a weekly update with families outlining the instructional focus for ELA, Math, Foundations, Science, and Social Studies. These updates will help keep families informed and engaged in their child's learning.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Remind data	No	
Action Step		Anticipated Start/Completion Date	
Q3 Goal Progress Review Meeting Review Remind data from Quarter 3 and assess progress toward established goals. Based on the data outcomes, supports and interventions will be adjusted to better meet identified needs.		2026-04-06	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal School Improvement Team	Remind data	No	

Members			
Action Step		Anticipated Start/Completion Date	
Staff will communicate with parents when a student is absent to ensure timely follow-up, reinforce the importance of regular attendance, and provide support if needed.		2026-03-30	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Staff	Remind data	No	
Action Step		Anticipated Start/Completion Date	
Remind application usage will be monitored biweekly to ensure consistent communication practices. Usage data will be shared with staff monthly through the electronic staff newsletter to promote accountability and celebrate engagement efforts.		2026-03-30	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Remind data	No	
Action Step		Anticipated Start/Completion Date	
Teachers will share a weekly update with families outlining the instructional focus for ELA, Math, Foundations, Science, and Social Studies. These updates will help keep families informed and engaged in their child's learning.		2026-03-30	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Remind data	No	
Action Step		Anticipated Start/Completion Date	
Q4 Goal Progress Review Meeting Review Remind data from Quarter 4 and assess progress toward established goal.		2026-06-12	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal School Improvement Team Members	Remind data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 30, 2026, regular attendance will be 56%. By June 30, 2026, at least 45% of students in grades K–2 receiving Foundations instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level. By June 30, 2026, 5.5% of	People: Principal, Assistant Principals, Teachers, Leadership Team, and Professional Learning Specialist. Frequency: Monitoring: Bi-weekly, Monthly, and Quarterly Monitoring Method: Bi-weekly usage report, monthly data monitoring, quarterly data routine

students will score proficient or advanced in Math on the Pennsylvania State Assessments. By June 30, 2026, 15% of students will score on or above grade level on iReady's Diagnostic 3 Math assessment.	
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Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	- i-Ready: https://www.evidenceforpa.org/strategies/i-ready https://www.evidenceforpa.org/strategies/success-for-all - PBIS	3 Teachers Salaries 75355 72480 55038	202873
Instruction	- i-Ready: https://www.evidenceforpa.org/strategies/i-ready https://www.evidenceforpa.org/strategies/success-for-all - PBIS	3 Teachers Benefits 50877 42915 30591	124383
Total Expenditures			327256

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Analyze quarter 1 iReady data develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction; students in flexible groups should have similar skill needs (not just grouped exclusively by Diagnostic performance band).
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Train teachers on the use of iReady and its diagnostic tools to inform their teaching.
https://www.evidenceforpa.org/strategies/success-for-all	Engage Students & Families: Set BOY individual student reading goals and send home aligned practice and family support letters.
https://www.evidenceforpa.org/strategies/success-for-all	Provide Teacher Support & Collaboration: Hold monthly data meetings, model small group instruction, and give actionable feedback to improve lesson delivery and intervention.
https://www.evidenceforpa.org/strategies/success-for-all	Analyze BOY results at the monthly data meeting, compare to the target, and prepare a BOY intervention summary to inform the next action cycle.
https://www.evidenceforpa.org/strategies/success-for-all	Progress Monitor Regularly: Weekly monitoring for students below benchmark using NWF and ORF; review data biweekly to regroup and adjust instruction.
https://www.evidenceforpa.org/strategies/success-for-all	Review Foundations full routines with teachers; sound drill, dictation, connected text, etc. as well as weekly pacing and monitoring expectations.
https://www.evidenceforpa.org/strategies/success-for-all	Engage Students & Families: Set MOY individual student reading goals and send home aligned practice and family support letters.
https://www.evidenceforpa.org/strategies/success-for-all	Progress Monitor Regularly: Weekly monitoring for students below benchmark using NWF and ORF; review data biweekly to regroup and adjust instruction.
PBIS	Train teachers in their role in implementing the school's attendance plan. The includes checking in with students/families with 1-3 absences to ensure attendance policies are understood, correctly taking attendance daily, and taking part in the MTSS Process
Texting with Parents	Staff will receive training on how to effectively utilize the Remind app to support consistent, clear, and timely communication with students and families.

Foundations Progress Monitoring

Action Step

Progress Monitor Regularly: Weekly monitoring for students below benchmark using NWF and ORF; review data biweekly to regroup and adjust instruction.		
Audience		
K-2 Teachers		
Topics to be Included		
Progress Monitoring		
Evidence of Learning		
Improved Acadience scores for Kindergarten students by end of school year 2026.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Lavada D. Greene, Principal; Amanda Guida, Assistant Principal; and Professional Learning Specialist	2025-08-25	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Biweekly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
• TSI Approval 2025.pdf

Chief School Administrator	Date
Dr. Latrice Mumin	2025-09-29
Building Principal Signature	Date
Lavada D. Greene, Ed. D.	2025-07-31
School Improvement Facilitator Signature	Date