

Profile and Plan Essentials

School		AUN/Branch
Stetser Elementary School		Chester Upland SD
Address 1		
808 E. 17th Street		
Address 2		
City	State	Zip Code
Chester	PA	19013
Chief School Administrator		Chief School Administrator Email
Latrice Mumin		lmumin@chesteruplandsd.org
Principal Name		
Lavada D. Greene, Ed.D.		
Principal Email		
lgreene@chesteruplandsd.org		
Principal Phone Number		Principal Extension
610-447-3795		
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Stottlemyer		Hstottlemyer@dcIU.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Lavada D. Greene	Principal	Stetser Elementary	lgreene@chesteruplandsd.org
Kelly D'Eletto	Other	Stetser Elementary - Assistant Principal	kdeletto@chesteruplandsd.org
Joanne Ruiz	Teacher	Stetser Elementary	jruiz@chesteruplandsd.org
Dr. Khalid Sutton	District Level Leaders	CUSD - Assistant Superintendent	ksutton@chesteruplandsd.org
Dr. Carlena Parker	District Level Leaders	CUSD - Chief Academic Officer	cparker@chesteruplandsd.org
Monique Hales	Other	CUSD - Federal Programs	mhales@chesteruplandsd.org
Heather Stottlemeyer	Other	DCIU School Improvement Facilitator	hstottlemeyer@dciu.org
Mrs. Aquilla Harris	Parent	Stetser Elementary Parent	aquilla22harris@gmail.com
Dr. Latrice Mumin	Chief School Administrator	CUSD - Superintendent	lmumin@chesteruplandsd.org
Ms. A. Jean Arnold	Community Member	Chester Community	ajeane.arnold@gmail.com
Mr. Eros Uthman-Olukokun	District Level Leaders	Supervisor of Academics	euthmanolukokun@chesteruplandsd.org

Vision for Learning

Vision for Learning

At Stetser Elementary School 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	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
In English Language Arts/Literature, the All Student group showed strong academic growth with a growth score of 76.0. This score not only meets the statewide growth standard but slightly exceeds the state average. This suggests that students made more progress than expected over the year, reflecting effective instruction and support in place for ELA.	This growth was consistent across most grade levels, suggesting that instructional practices are becoming more aligned and effective schoolwide. A continued focus on using data to inform instruction could help sustain and build on this positive trend.
Students in the Mathematics/Algebra All Student group demonstrated exceptional growth, with an academic growth score of 100.0. This score far exceeds the statewide average and meets the state's growth standard, indicating that students made significantly more progress than expected.	This level of growth suggests strong alignment between instruction, intervention, and student needs. It also highlights effective use of data and instructional strategies that could serve as a model for other content areas.
In the Career Standards benchmark, the All Student group exceeded the performance standard with a perfect score of 100.0%, significantly higher than the statewide average of 91.4%. This reflects strong career readiness and effective programming in preparing students for postsecondary success.	This outstanding performance suggests that career-related instruction and supports are well-aligned with student needs. Leveraging these strengths could provide valuable strategies to enhance other academic areas and support overall student engagement.

Challenges

Indicator	Comments/Notable Observations
In English Language Arts/Literature, the All Student group did not meet the interim goal or improvement target, with only 24.1% of students scoring Proficient or Advanced. This percentage is below both the statewide average and the 2033 statewide goal, indicating a continued need to strengthen core instruction and supports in	In English Language Arts/Literature, the All Student group did not meet the interim goal or improvement target, with only 24.1% of students scoring Proficient or Advanced. 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.	literacy.
In Mathematics/Algebra, the All Student group did not meet the interim goal or improvement target, with only 20.2% of students scoring Proficient or Advanced, significantly below the statewide average of 40.2%. This indicates a need for continued focus on strengthening math instruction and support for all learners.	Although overall achievement remains low, the group demonstrated strong academic growth, suggesting that current strategies are helping students make progress. Continued emphasis on rigorous, grade-level instruction and targeted interventions may help translate growth into higher levels of proficiency.
In Science/Biology, the All Student group did not meet the interim goal or improvement target, with 52.9% of students scoring Proficient or Advanced, falling 7% below the statewide average. This indicates room for improvement in aligning instruction to state standards and increasing student mastery of content.	While the target was not met, the proficiency rate is relatively close to the statewide average, suggesting that with strategic instructional adjustments and focused support, the school is well-positioned to meet future goals.
In Science/Biology, the All Student group did not meet the standard for academic growth, earning a growth score of 62.0, which is below the statewide average of 74.7. This indicates that students made less progress than expected over the year.	Although growth was below the standard, over half of the students (52.9%) scored Proficient or Advanced. This suggests that while achievement levels are relatively strong, there is a need to focus on ensuring consistent growth across all performance levels, particularly for students who are not yet meeting proficiency.
Across all tested subjects, the percentage of students performing at the Advanced level is significantly below the statewide averages: English Language Arts: 1.2% Mathematics/Algebra: 2.4% Science/Biology: 5.6% 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 44.3% 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.

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator The English Language Arts/Literature growth scores for key subgroups—	Comments/Notable Observations The similar growth rates suggest that current instructional

Black students (72.0), Economically Disadvantaged students (76.0), and Combined Ethnicity (75.0)—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	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 In Mathematics/Algebra, the academic growth scores for Black students, Economically Disadvantaged students, and the Combined Ethnicity group are all in alignment with the All Student group’s outstanding growth score of 100.0. This demonstrates strong and equitable progress across these subgroups. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations The consistently high growth across diverse groups highlights the effectiveness of math instruction and support strategies in reaching all students. Building on this momentum can help improve proficiency rates and overall achievement.
Indicator For the Career Standards benchmark, the Black, Economically Disadvantaged, and Combined Ethnicity subgroups all achieved a 100.0% performance rate, fully aligned with the All Student group’s perfect score. This demonstrates equitable achievement and strong career readiness across all student groups. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations This consistent success across subgroups highlights the effectiveness of career preparation programs in serving diverse learners. Leveraging this strength can help further promote equity and support students’ postsecondary pathways.

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator In English Language Arts/Literature, the Black subgroup has a proficiency rate of 16.4%, which is lower than the Economically Disadvantaged subgroup at 23.8% and the Combined Ethnicity subgroup at 22.5%. This highlights a significant gap in proficiency that needs to be addressed.	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.

ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	
Indicator In Mathematics/Algebra, proficiency rates are low across all groups, with the All Student group at 20.2%, Black students at 17.9%, Economically Disadvantaged students at 19.8%, and the Combined Ethnicity group at 18.5%. These similar rates show that proficiency remains a challenge district-wide. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations Although proficiency is low, the alignment across groups suggests that interventions and supports are reaching students broadly. Focusing on strategies to raise overall proficiency while maintaining equitable support will be key to improving outcomes for all learners.
Indicator In Science/Biology, proficiency rates remain moderate, with the Black subgroup at 50.0%, Economically Disadvantaged at 53.1%, and the Combined Ethnicity subgroup at 52.9%, all closely aligned with the All Student group's proficiency rate of 52.9%. This indicates that just over half of the students are 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 Regular attendance rates remain a concern across multiple subgroups, with the Black subgroup at 43.5%, the Hispanic subgroup at 51.9%, the Economically Disadvantaged students at 46.1%, the Students with Disabilities at 43.2%, and the Combined Ethnicity group at 44.2%. These figures indicate that a significant portion of students in these groups are chronically absent, which can negatively impact academic progress. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations While attendance rates are low, the Hispanic subgroup shows comparatively higher regular attendance. This suggests that targeted attendance initiatives could be tailored to the needs of specific groups to improve overall engagement and reduce chronic absenteeism.

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.

For the Career Standards benchmark, the Black, Economically Disadvantaged, and Combined Ethnicity subgroups all achieved a 100.0% performance rate, fully aligned with the All Student group's perfect score. This demonstrates equitable achievement and strong career readiness across all student groups.

Exceptional Math Growth: Students in Mathematics/Algebra demonstrated outstanding academic growth with a perfect score of 100.0, far surpassing the statewide average and meeting the state's growth expectations.

Career Readiness Excellence: The All Student group scored 100.0% on the Career Standards benchmark, significantly higher than the statewide average of 91.4%, showcasing strong preparation for postsecondary success.

Equitable ELA Progress: Growth scores for key subgroups—Black students (72.0), Economically Disadvantaged (76.0), and Combined Ethnicity (75.0)—closely align with the All Student growth score, indicating consistent academic progress across diverse populations.

Equitable Math and Career Achievement: In both Mathematics/Algebra and Career Standards, Black, Economically Disadvantaged, and Combined Ethnicity subgroups all matched the All Student group's high performance, demonstrating equitable growth and achievement across these areas.

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.

Low Proficiency Across Core Subjects: Proficiency rates remain well below statewide averages and goals in English Language Arts/Literature (24.1%), Mathematics/Algebra (20.2%), and Science/Biology (52.9%), indicating ongoing challenges in raising student achievement and mastery.

Limited Advanced-Level Performance: The percentage of students performing at the Advanced level is significantly low across subjects—ELA (1.2%), Math (2.4%), and Science (5.6%)—highlighting a need to provide more rigorous learning opportunities for high-achieving students.

Chronic Absenteeism: Only 44.3% of students are regularly attending school (not chronically absent), with certain subgroups like Black students (43.5%) and Students with Disabilities (43.2%) showing particularly low attendance, which poses a major barrier to consistent learning and academic growth.

Equity Gaps in Proficiency: Subgroup proficiency rates, especially for Black students (ELA 16.4%, Math 17.9%, Science 50.0%), remain lower than other groups, reflecting persistent achievement gaps that require targeted support and interventions.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
In Winter 2025, Acadience data shows that only about 36-41% of students across Kindergarten through 3rd grade are performing at or above the benchmark: Kindergarten at 41%, 1st grade at 39%, 2nd grade at 40%, and 3rd grade at 36%. These results indicate that a majority of early learners are not yet meeting expected reading fluency and foundational skills benchmarks.	The consistently low percentages across all early grades highlight an urgent need for intensified literacy interventions and targeted support in the foundational years. Addressing this early can help set a stronger trajectory for reading success in later grades.
Schoolwide growth data shows that phonological awareness, phonics, and high-frequency words are the areas with the highest student progress. In contrast, vocabulary and overall comprehension are the domains with lower growth, indicating these remain areas of challenge for many students.	The strong growth in foundational skills like phonics is encouraging and provides a solid base, but the slower progress in vocabulary and comprehension suggests a need to strengthen instruction and support in higher-level language skills to improve overall reading comprehension.
Winter 2025 i-Ready achievement data shows that the percentage of students performing on or above grade level declines as grade levels increase: Kindergarten at 46%, 1st grade at 30%, 2nd grade at 38%, 3rd grade at 18%, 4th grade at 21%, and 5th grade with the lowest at only 9% on or above grade level. This trend highlights increasing challenges in maintaining grade-level proficiency as students advance through elementary grades.	The steep drop in proficiency by 3rd grade and beyond signals a critical need for early intervention and sustained academic support throughout the elementary years to prevent widening gaps and to better prepare students for middle school expectations.
Fall 2024 i-Ready Reading Diagnostic results	5% mid or above grade level 12% early on grade level 48% one grade level below 23% two grade levels below 13% three or more grade levels below
Winter 2025 I-Ready Reading Diagnostic results	6% mid or above grade level 21% early on grade level 39% one grade level below 18% two grade levels below 16% three or more grade levels below

English Language Arts Summary

Strengths

Focus on small group instruction and student engagement; intervention block every day
Monthly district-wide focused, grade level PLCs

I-Ready data is showing an increase across all grade levels; Acadience data is showing an increase across grade levels
Reading Assist Program the entire school year; High Impact tutoring began April 1st

Challenges

CUSD Acadience testing does not extend past 3rd grade making it difficult to pinpoint and support nonreaders in 4th and 5th grade
Regular Student Attendance.

Mathematics

Data	Comments/Notable Observations
Winter 2025 I-Ready Math Diagnostic results School Overall Placement Data Mid or Above Grade - 1% Early on Grade - 2% One grade below - 51% Two grade below - 25% Three or more grades below - 22% Results by Grade Grade K- Mid or above: 0% Early on: 0% One grade below: 93% Two grades below: 7% Three or more grades below: 0% Grade 1- Mid or above: 0% Early on: 0% One grade below: 67% Two grades below: 33% Three or more grades below: 0% Grade 2- Mid or above: 0% Early on: 0% One grade below: 48% Two grades below: 52% Three or more grades below: 0% Grade 3- Mid or above: 12% Early on: 18% One grade below: 35% Two grades below: 18% Three or more grades below: 18% Grade 4- Mid or above: 0% Early on: 3% One grade below: 30% Two grades below: 10% Three or more grades below: 58% Grade 5 - Mid or above: 20% Early on: 27% One grade below: 23% Two grades below: 17% Three or more grades below: 13%	2% mid or above grade level 8% early on grade level 56% one grade level below 21% two grade levels below 13% three or more grade levels below
Fall 2024 iReady Math Diagnostic results	2% mid or above grade level 4% early on grade level 50% one grade level below 26% two grade levels below 17% three or more grade levels below
Spring 2025 iReady Math Diagnostic results	11% mid or above grade level 14% early on grade level 48% one grade level below 17% two grade levels below 10% three or more grade levels below

Mathematics Summary

Strengths

Consistent I-Ready usage for all grade levels created a routine around utilizing I-Ready as an instructional support tool.
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Reordering of the enVisions curriculum and support materials from the DCIU
Monthly professional development on enVisions from the DCIU
High Impact tutoring

Challenges

In the overall placement data for all grade levels, there is a 29% decrease in the number of students at "mid or above grade level" and "early on grade level."
Other than I-Ready, no other consistent math data is wholly collected and analyzed.
Regular Student Attendance

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
52.9% proficiency score on the 2023-24 Science/Biology PSSA	Statewide Average 59.2%

Science, Technology, and Engineering Education Summary

Strengths

Common assessments are used to determine student's understanding of a standard.
For the 25-26 SY teachers will utilize the enVisions curriculum.

Challenges

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

Related Academics

Career Readiness

Data	Comments/Notable Observations
Students in grades 3 through 5 completed 100% of Naviance tasks.	The completion of Naviance tasks by students in grades 3 through 5 indicates engagement with important career and college readiness activities. To enhance this effort, Stetser will evaluate the effectiveness of these tasks in meeting developmental goals and consider integrating additional resources or follow-up activities to deepen students' understanding and application of career planning concepts.
Career Day - Dress like the career that you want to be.	Grades K through 5 participated

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Black History Month presentations	Grades K through 5 participated
Oratorical Competition participants reciting Frederick Douglass and art competition	Grades K through 5 participated
Talent Show for Stetser Families	Grades K through 5 participated

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
Science fair focused on sustainability	Grades K through 5 participated
Killowatt Kitchen and Coastal Wilds animal presentation	Grades K through 5

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Field Day to support physical education	Grades K through 5
Breathing Workshop and techniques for students	Grades K through 5

Social Studies (Civics and Government, Economics, Geography, History)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
Hispanic Heritage Month celebration and instructional lessons	Grades K through 5

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.

Diverse Enrichment Opportunities: The school provides a wide range of engaging activities—such as the science fair, oratorical competition, and talent show—that support academic, artistic, and personal development.
Career and Cultural Exposure: Events like Career Day, Black History Month presentations, and Naviance tasks demonstrate a strong focus on college and career readiness, cultural awareness, and student identity development.

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.

Measuring Impact: While the activities are varied and meaningful, there may be limited data on how these experiences affect student learning outcomes or long-term engagement.
Equitable Participation: Ensuring that all students, across grades, backgrounds, and ability levels—actively participate and benefit from these programs could be a challenge, especially with events that may require public speaking, performance, or specific attire.

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
Unique Learning System implemented in Life Skills classes. Need to ensure that life skills and autistic support classes have core curriculum materials. Special educators have to advocate for materials, access to online platforms, etc.	Assessments for Unique Learning Systems began last year. The data has not been shared with the school staff.
Not all students with disabilities take the Acadience assessment **include data from Acadience for students with disabilities.	Life skills does not currently have Acadience administered; Students within the life skills classroom do not take the Acadience assessment.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
All students at Stetser receive free and reduced breakfast and lunch.	

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.

Stetser 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.

While Stetser 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.

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	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	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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?

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Implement an evidence-based system of schoolwide positive behavior interventions and supports *
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *

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?

Align curricular materials and lesson plans to the PA Standards *
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *
Monitor and evaluate the impact of professional learning on staff practices and student 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
For the Career Standards benchmark, the Black, Economically Disadvantaged, and Combined Ethnicity subgroups all achieved a 100.0% performance rate, fully aligned with the All Student group's perfect score. This demonstrates equitable achievement and strong career readiness across all student groups.	False
Exceptional Math Growth: Students in Mathematics/Algebra demonstrated outstanding academic growth with a perfect score of 100.0, far surpassing the statewide average and meeting the state's growth expectations.	True
Career Readiness Excellence: The All Student group scored 100.0% on the Career Standards benchmark, significantly higher than the statewide average of 91.4%, showcasing strong preparation for postsecondary success.	False
Equitable ELA Progress: Growth scores for key subgroups—Black students (72.0), Economically Disadvantaged (76.0), and Combined Ethnicity (75.0)—closely align with the All Student growth score, indicating consistent academic progress across diverse populations.	True
Equitable Math and Career Achievement: In both Mathematics/Algebra and Career Standards, Black, Economically Disadvantaged, and Combined Ethnicity subgroups all matched the All Student group's high performance, demonstrating equitable growth and achievement across these areas.	False
For the Career Standards benchmark, the Black, Economically Disadvantaged, and Combined Ethnicity subgroups all achieved a 100.0% performance rate, fully aligned with the All Student group's perfect score. This demonstrates equitable achievement and strong career readiness across all student groups.	False
Exceptional Math Growth: Students in Mathematics/Algebra demonstrated outstanding academic growth with a perfect score of 100.0, far surpassing the statewide average and meeting the state's growth expectations.	False
Career Readiness Excellence: The All Student group scored 100.0% on the Career Standards benchmark, significantly higher than the statewide average of 91.4%, showcasing strong preparation for postsecondary success.	False
Equitable ELA Progress: Growth scores for key subgroups—Black students (72.0), Economically Disadvantaged (76.0), and Combined Ethnicity (75.0)—closely align with the All Student growth score, indicating consistent academic progress across diverse populations.	False
Equitable Math and Career Achievement: In both Mathematics/Algebra and Career Standards, Black,	False

Economically Disadvantaged, and Combined Ethnicity subgroups all matched the All Student group's high performance, demonstrating equitable growth and achievement across these areas.	
Focus on small group instruction and student engagement; intervention block every day	False
Stetser 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
Common assessments are used to determine student's understanding of a standard.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	False
Consistent I-Ready usage for all grade levels created a routine around utilizing I-Ready as an instructional support tool.	True
Diverse Enrichment Opportunities: The school provides a wide range of engaging activities—such as the science fair, oratorical competition, and talent show—that support academic, artistic, and personal development.	False
Career and Cultural Exposure: Events like Career Day, Black History Month presentations, and Naviance tasks demonstrate a strong focus on college and career readiness, cultural awareness, and student identity development.	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
For the 25-26 SY teachers will utilize the enVisions curriculum.	False
Monthly district-wide focused, grade level PLCs	False
I-Ready data is showing an increase across all grade levels; Acadience data is showing an increase across grade levels	False
Reading Assist Program the entire school year; High Impact tutoring began April 1st	False
Reordering of the enVisions curriculum and support materials from the DCIU	False
Monthly professional development on enVisions from the DCIU	False
High Impact tutoring	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
Low Proficiency Across Core Subjects: Proficiency rates remain well below statewide averages and goals in English Language Arts/Literature (24.1%), Mathematics/Algebra (20.2%), and Science/Biology (52.9%), indicating ongoing challenges in raising student achievement and mastery.	True
Limited Advanced-Level Performance: The percentage of students performing at the Advanced level is significantly low across subjects—ELA (1.2%), Math (2.4%), and Science (5.6%)—highlighting a need to provide more rigorous learning opportunities for high-achieving students.	False
Chronic Absenteeism: Only 44.3% of students are regularly attending school (not chronically absent), with certain subgroups like Black students (43.5%) and Students with Disabilities (43.2%) showing particularly low attendance, which poses a major barrier to consistent learning and academic growth.	True
Equity Gaps in Proficiency: Subgroup proficiency rates, especially for Black students (ELA 16.4%, Math 17.9%, Science 50.0%), remain lower than other groups, reflecting persistent achievement gaps that require targeted support and interventions.	True
Low Proficiency Across Core Subjects: Proficiency rates remain well below statewide averages and goals in English Language Arts/Literature (24.1%), Mathematics/Algebra (20.2%), and Science/Biology (52.9%), indicating ongoing challenges in raising student achievement and mastery.	False
Limited Advanced-Level Performance: The percentage of students performing at the Advanced level is significantly low across subjects—ELA (1.2%), Math (2.4%), and Science (5.6%)—highlighting a need to provide more rigorous learning opportunities for high-achieving students.	False
Chronic Absenteeism: Only 44.3% of students are regularly attending school (not chronically absent), with certain subgroups like Black students (43.5%) and Students with Disabilities (43.2%) showing particularly low attendance, which poses a major barrier to consistent learning and academic growth.	False
Equity Gaps in Proficiency: Subgroup proficiency rates, especially for Black students (ELA 16.4%, Math 17.9%, Science 50.0%), remain lower than other groups, reflecting persistent achievement gaps that require targeted support and interventions.	False
CUSD Acadience testing does not extend past 3rd grade making it difficult to pinpoint and support nonreaders in 4th and 5th grade	False
Regular Student Attendance.	False
In the overall placement data for all grade levels, there is a 29% decrease in the number of students at "mid or	False

above grade level" and "early on grade level."	
Other than I-Ready, no other consistent math data is wholly collected and analyzed.	True
Align curricular materials and lesson plans to the PA Standards *	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	False
Need to adopt a tool to measure science/biology throughout the year.	False
Measuring Impact: While the activities are varied and meaningful, there may be limited data on how these experiences affect student learning outcomes or long-term engagement.	False
Equitable Participation: Ensuring that all students, across grades, backgrounds, and ability levels—actively participate and benefit from these programs could be a challenge, especially with events that may require public speaking, performance, or specific attire.	False
While Stetser 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
Ongoing professional development needed for all staff.	False
Regular Student Attendance	False
Regular Student Attendance	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.

Data regarding students with disabilities is incomplete. Further reading level and math assessment data should be collected and analyzed. Connections with the IEP manager and classroom teacher will need to include further data points and consistent goals set and shared among all of the teachers serving students with IEPs.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Other than I-Ready, no other consistent math data is wholly collected and analyzed.		False
Low Proficiency Across Core Subjects: Proficiency rates remain well below statewide averages and goals in English Language Arts/Literature (24.1%), Mathematics/Algebra (20.2%), and Science/Biology (52.9%), indicating ongoing challenges in raising student achievement and mastery.		True
Chronic Absenteeism: Only 44.3% of students are regularly attending school (not chronically absent), with certain subgroups like Black students (43.5%) and Students with Disabilities (43.2%) showing particularly low attendance, which poses a major barrier to consistent learning and academic growth.		True
Equity Gaps in Proficiency: Subgroup proficiency rates, especially for Black students (ELA 16.4%, Math 17.9%, Science 50.0%), remain lower than other groups, reflecting persistent achievement gaps that require targeted support and interventions.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Consistent I-Ready usage for all grade levels created a routine around utilizing I-Ready as an instructional support tool.	
Exceptional Math Growth: Students in Mathematics/Algebra demonstrated outstanding academic growth with a perfect score of 100.0, far surpassing the statewide average and meeting the state's growth expectations.	
Equitable ELA Progress: Growth scores for key subgroups—Black students (72.0), Economically Disadvantaged (76.0), and Combined Ethnicity (75.0)—closely align with the All Student growth score, indicating consistent academic progress across diverse populations.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If all kindergarten students are receiving explicit instruction through ECRI, and their progress is consistently monitored using Acadience data, then we can improve foundational literacy outcomes for all students.
	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.
	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.
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Goal Setting

Priority: If all kindergarten students are receiving explicit instruction through ECRI, and their progress is consistently monitored using Acadience data, then we can improve foundational literacy outcomes for all students.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, at least 40% of students in grades K receiving ECRI instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level as measured by the Acadience Reading assessment, through consistent, fidelity-based implementation of the ECRI program.			
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 45% of students in grades K receiving ECRI instruction will meet or exceed the beginning-of-the-year benchmark composite score on the Acadience Reading Assessment. (Kindergarten: 0+ (Letter Naming Fluency Focus))	By December 30, 2025, at least 43% of students in grades K receiving ECRI instruction will meet or exceed the middle of the year benchmark composite score on the Acadience Reading Assessment. (Kindergarten: 144+)	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) will demonstrate progress, 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 40% of students in grades K receiving ECRI instruction will meet or exceed the Acadience end-of-year benchmark composite score on the Acadience Reading Assessment. (Kindergarten: 258+)

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 60%. 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 63%. 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 62%. 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 61%. 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 60%. By June 30, 2026, Remind app alerts for notifying families of a student absence will be 65%.

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-5 will score on or above grade level on I-Ready Diagnostic 1. September 30, 2025, 70% or more of students in K-5 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-5 will score on or above grade level on I-Ready Diagnostic 2. December 30, 2025, 70% or more of students in K-5 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-5 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-5 will score on or above grade level on i-Ready Diagnostic 3. June 30, 2025, 70% or more of students in K-5 will complete at least 1 i-Ready math lesson at 70% or greater proficiency rate.

Action Plan

Measurable Goals

ECRI	Regular Attendance
Essential Practices - iReady	

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.		2025-08-01	2025-08-29
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. Communicate the target with staff during back to school professional development.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Professional Learning Specialist Teachers	iReady Training Materials Meeting Agenda	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	Create an instructional team Agenda Computers iReady usernames	No	

	and passwords		
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	iFeedback 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 Title I funding for Field experiences to enhance core content instruction 14, 096	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.			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	
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 support targeted skill development.		2026-03-06	2026-04-03
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)
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

Action Plan For: Enhanced Core Reading Inventory: <https://www.evidenceforpa.org/strategies/ecri>

Measurable Goals:
By June 30, 2026, at least 40% of students in grades K receiving ECRI instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level as measured by the Acadience Reading assessment, through consistent, fidelity-based implementation of the ECRI program.

Action Step		Anticipated Start/Completion Date	
Provide training on fidelity-based delivery of ECRI routines.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Jen Shaw, DCIU Consultant	Attendance logs, training agendas	Yes	
Action Step		Anticipated Start/Completion Date	
Implement ECRI with Fidelity: Ensure daily instruction follows the full routine and monitor pacing through weekly walkthroughs.		2025-09-01	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Feedback via frontline Title I Funding for Teacher salary (90503) and benefits (60621) totaling 151,124	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 ECRI tracker data	Yes	
Action Step		Anticipated Start/Completion Date	
Administer Acadience beginning of the year assessment.		2025-09-02	2025-09-30
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 One-to-one tutoring 14,094	Yes	
Action Step		Anticipated Start/Completion Date	
Author visits to school		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, Teachers Professional Learning Specialist DCIU Consultant Reading Specialist	ECRI 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, Teachers Professional Learning Specialist DCIU Consultant Reading 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, Teachers Professional Learning Specialist DCIU Consultant Reading Specialist	ECRI 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 Reading Specialist	2025-2026 Acadience data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 30, 2026, at least 40% of students in grades K receiving ECRI instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level as measured by the Acadience Reading assessment, through consistent, fidelity-based implementation of the Foundations program.	Monitoring: Bi-weekly, Monthly, Quarterly Monitoring People: Principal, Assistant Principal, Teachers, DCIU consultant Reading Specialist, Professional Learning Specialists Frequency: Bi-weekly, monthly, and quarterly Method: Bi-weekly tool, monthly monitoring routine, quarterly data routine

Action Plan For: PBIS

Measurable Goals:
By June 30, 2026, regular attendance will be 60%. By June 30, 2026, 65% of staff will use the Remind App to alert families of a student absence.

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?
Dr. Lavada D. Greene, Principal Kelly D'Eletto, 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		2025-09-02	2025-09-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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 Title I funding for PBIS Interventions and Supplies 14,096	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?	
School 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		2025-11-10	2026-01-23
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.		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		2026-04-	2026-04-

progress toward established goals. Based on the data outcomes, supports and interventions will be adjusted to better meet identified needs.		06	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 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.		2026-03-30	2026-06-12
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 60%.	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 40% of students in grades K receiving ECRI instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level as measured by the Acadience Reading assessment, through consistent, fidelity-based implementation of the ECRI program.
- By June 30, 2026, regular attendance will be 60%. 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		2025-10-01	2025-11-

importance of regular attendance, and provide support if needed.			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 will be shared with staff monthly through the electronic staff newsletter to promote accountability and celebrate engagement efforts.		2025-10-01	2025-11-07
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 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.		2026-03-30	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 60%. By June 30, 2026, at least 40% of students in grades K receiving ECRI instruction will meet or exceed the Acadience end-of-year benchmark composite score for their grade level. 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: Monitoring: Bi-weekly, Monthly, and Quarterly Monitoring Method: Bi-weekly usage report, monthly data monitoring, quarterly data routine

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	- i-Ready: https://www.evidenceforpa.org/strategies/i-ready - Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri - PBIS	Teacher Salary	90503
Instruction	- i-Ready: https://www.evidenceforpa.org/strategies/i-ready - Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri - PBIS	Teacher Benefits	60621
Instruction	- i-Ready: https://www.evidenceforpa.org/strategies/i-ready - Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri - PBIS	Field Experiences to enhance core content instruction	14096
Instruction	i-Ready:	One-to-One Tutoring	14094

	https://www.evidenceforpa.org/strategies/i-ready - Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri - PBIS			
Instruction	- i-Ready: https://www.evidenceforpa.org/strategies/i-ready - Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri - PBIS	PBIS Interventions and Supplies	14096	
Total Expenditures				193410

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Train teachers on the use of iReady and its diagnostic tools to inform their teaching. Communicate the target with staff during back-to-school professional development.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Analyze quarter 1 iReady data and 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).
Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri	Provide training on fidelity-based delivery of ECRI routines.
Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri	Provide Teacher Support & Collaboration: Hold monthly data meetings, model small group instruction, and give actionable feedback to improve lesson delivery and intervention.
Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri	Analyze BOY results at the monthly data meeting, compare to the target, and prepare a BOY intervention summary to inform the next action cycle.
Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri	Engage Students & Families: Set BOY individual student reading goals and send home aligned practice and family support letters.
Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri	Progress Monitor Regularly: Weekly monitoring for students below benchmark using NWF and ORF; review data biweekly to regroup and adjust instruction.
Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri	Progress Monitor Regularly: Weekly monitoring for students below benchmark using NWF and ORF; review data biweekly to regroup and adjust instruction.
Enhanced Core Reading Inventory: https://www.evidenceforpa.org/strategies/ecri	Engage Students & Families: Set MOY individual student reading goals and send home aligned practice and family support letters.
PBIS	Train teachers in their role in implementing the school's attendance plan. This 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.

ECRI Progress Monitoring

Action Step		
Provide training on fidelity-based delivery of ECRI routines.		
Audience		
Kindergarten 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, Kelly D'Eletto, Assistant Principal; Professional Learning Specialists, and Jen Shaw, DCIU	2025-08-21	2026-06-12

Learning Format

Type of Activities	Frequency
Inservice day	1 day / 8 hours
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
• ATSI Approval 2025.pdf

Chief School Administrator	Date
Dr. Latrice Mumin	2025-09-29
Building Principal Signature	Date
Lavada D. Greene, Ed. D.	2025-09-26
School Improvement Facilitator Signature	Date
Heather Stottlemeyer	2025-09-26