

Profile and Plan Essentials

School		AUN/Branch
Toby Farms Intermediate School		8302
Address 1		
201 Bridgewater Rd.		
Address 2		
City	State	Zip Code
Brookhaven	PA	19015
Chief School Administrator		Chief School Administrator Email
Latrice Mumin		lmumin@chesteruplandsd.org
Principal Name		
Tahira Burrell		
Principal Email		
tburrell@chesteruplandsd.org		
Principal Phone Number		Principal Extension
610-447-3815		3815
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Stottlemeyer		hstottlemeyer@dcIU.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tahira Burrell	Principal	Toby Farms Intermediate School	SDonofry@chesteruplandsd.org
Fran Santoleri	Teacher Leader	Toby Farms Intermediate School	fsantoleri@chesteruplandsd.org
Latrice Mumin	Chief School Administrator	CUSD - Superintendent	lmumin@chesteruplandsd.org
Khalid Sutton	District Level Leaders	CUSD - Assistant Superintendent	ksutton@chesteruplandsd.org
Carlena Parker	District Level Leaders	CUSD - Chief Academic Officer	cparker@chesteruplandsd.org
Dakisha Munn	Teacher	Toby Farms	DMunn@chesteruplandsd.org
Kandice Lewis	Other	Toby Farms	KLewis@chesteruplandsd.org
Theresa Ebersole	Teacher	Toby Farms	TEbersole@chesteruplandsd.org
Ikeya Campbell	Community Member	Toby Farms	IMitchell25@comcast.net
Kyonna Green	Community Member	Toby Farms Community Member	kygreen@chesteruplandsd.org
Heather Stottlemeyer	Other	DCIU SIF	hstottlemeyer@dciu.org

Vision for Learning

Vision for Learning

Toby Farms Intermediate School teachers and staff will empower students by meeting their academic, social, emotional, and technological needs to ensure all students achieve at high academic levels and show growth towards their learning goals. Students are engaged in rigorous, culturally relevant learning that enables them to leave school ready for college and careers as productive and active members of the community.

Future Ready PA Index

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

False K	False 1	False 2	False 3	False 4	False 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
The school achieved a PVAAS (Pennsylvania Value-Added Assessment System) growth score of 70.0 in Science/Biology, meeting the statewide growth standard. This indicates that students are making expected progress in science, even if overall proficiency levels are low.	The PVAAS score of 70.0 meets the state's growth standard, indicating students are learning at an expected pace despite low proficiency. Suggests effective instructional strategies or interventions in place for science that support student learning gains over time. Demonstrates potential for growth-focused professional development or teaching practices that could be scaled to other subject areas.

Challenges

Indicator	Comments/Notable Observations
10% of students scored Proficient or Advanced in ELA, significantly below the statewide average of 53.9% and the 2033 goal of 81.1%. This suggests a need for enhanced literacy instruction and support.	Only 10% of students scored Proficient or Advanced—well below the state average (53.9%) and the 2033 goal (81.1%). Reflects significant gaps in foundational reading and writing skills across grade levels. Indicates a need for targeted Tier 1 instruction, literacy interventions, and aligned curriculum supports.
2.3% of students achieved Proficient or Advanced levels in Mathematics, compared to the statewide average of 40.2% and the 2033 goal of 71.8%. This highlights a critical area for intervention and curriculum improvement.	2.3% of students achieved Proficient or Advanced—extremely low compared to the state average (40.2%) and goal (71.8%). Likely reflects both conceptual and procedural skill gaps, possibly compounded by limited instructional time or ineffective resources.
11.6% of students reached Proficient or Advanced levels in	While academic growth is on target, only 11.6% of students are reaching

Science/Biology, well below the statewide average of 59.2% and the 2033 goal of 83.0%. Despite meeting growth expectations, overall achievement remains low.	proficiency. This gap between growth and achievement suggests that students are entering below grade level and making progress, but not enough to reach proficiency.
The school did not meet the standard for academic growth in ELA and Mathematics, with PVAAS scores of 65.0 and 50.0, respectively, falling short of the statewide growth standard of 70.0. This indicates that students are not making adequate yearly progress in these subjects.	ELA growth score (65.0) and Math growth score (50.0) are both below the state benchmark of 70.0. Indicates that the current instruction is not accelerating student learning enough to close achievement gaps.

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

Strengths

Indicator The Hispanic student subgroup at Toby Farms Intermediate School is outperforming the All Students group in both Reading (17.4%) and Math (4.3%) proficiency. ESSA Student Subgroups Hispanic	Comments/Notable Observations While overall proficiency remains low, this trend suggests that Hispanic students may be benefiting from targeted supports or instructional practices that could be analyzed and potentially replicated schoolwide.
Indicator The Students with Disabilities subgroup is demonstrating higher growth in Mathematics/Algebra compared to other subgroups. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations This indicates that while proficiency may still be developing, instructional strategies or interventions for this group are effectively supporting accelerated academic progress.
Indicator The Black, Students with Disabilities, and Combined Ethnicity subgroups are meeting or exceeding the growth standard in Biology/Science at rates equal to or higher than the All Students group. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Students with Disabilities	Comments/Notable Observations This suggests that science instruction is effectively supporting academic progress across diverse student populations.

Challenges

Indicator The Black (12.4%), Hispanic (17.4%), Economically Disadvantaged (13.7%), Students with	Comments/Notable Observations This indicates significant achievement
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Disabilities (9.6%), and Combined Ethnicity (13.5%) subgroups are all performing well below the statewide average of 53.9% in ELA/Literature, indicating significant achievement gaps that require targeted instructional and support interventions. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	gaps that require targeted instructional and support interventions.
Indicator The Black (1.2%), Hispanic (4.3%), Economically Disadvantaged (1.8%), Students with Disabilities (1.2%), and Combined Ethnicity (1.8%) subgroups are performing significantly below the statewide average of 40.2% in Mathematics/Algebra. ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations This highlights a critical need for focused math instruction and support for these student groups.

Summary

Strengths

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

The school achieved a PVAAS growth score of 70.0 in Science/Biology, meeting the statewide growth standard, indicating progress in science despite low proficiency levels.
The Hispanic student subgroup outperformed the All Students group in both Reading (17.4%) and Math (4.3%) proficiency.
The Students with Disabilities subgroup is showing higher growth in Mathematics/Algebra, and several subgroups (Black, Students with Disabilities, Combined Ethnicity) are meeting or exceeding the growth standard in Biology/Science.

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.

Several subgroups (Black, Hispanic, Economically Disadvantaged, Students with Disabilities, Combined Ethnicity) are performing well below the statewide average in ELA/Literature and Mathematics/Algebra, highlighting significant achievement gaps.
Overall proficiency in ELA (13.3%), Mathematics (1.8%), and Science/Biology (11.6%) is far below statewide averages, indicating a critical need for enhanced instructional strategies and support.
The school did not meet the growth standard in ELA and Mathematics (PVAAS scores of 65.0 and 50.0), suggesting that students are not making adequate yearly progress in these key subjects.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
i-Ready Winter 2025 data for ELA indicates that overall our lowest quintile grew indicating a negative student growth in ELA.	The i-Ready Winter 2025 ELA data shows that the lowest-performing quintile experienced growth, which paradoxically resulted in overall negative student growth in ELA—suggesting that higher-performing students may have regressed or stagnated, pulling down the average growth.
The data shows overall growth in foundational skills—phonics, phonemic awareness, and high-frequency words—while indicating a lack of growth in higher-level reading skills, including informational text, literature, and comprehension. This suggests a need to strengthen instruction in complex reading and critical thinking areas.	While students are making progress in foundational reading skills, the lack of growth in higher-level comprehension areas suggests that instruction may be overly focused on early literacy and not sufficiently supporting the development of critical reading and analytical thinking skills needed for grade-level proficiency.
With 85% of students completing 5 or more lessons per week in Beable, student engagement with the platform is high, indicating strong implementation and consistent usage—providing a solid foundation for tracking literacy growth and reinforcing independent reading habits.	High student engagement—evidenced by 85% completing 5+ lessons weekly—demonstrates effective implementation of Beable, positioning the school to leverage the platform for sustained literacy improvement and data-driven instructional decisions.
94% of students are exceeding their expected Lexile growth on Beable, indicating that the majority are making accelerated gains in reading proficiency.	This high rate of growth suggests that Beable is effectively supporting literacy development, and its instructional content may be well-aligned to students' reading levels and learning needs.
Of the 16 students receiving support from the reading specialist, 1 student demonstrated growth into the "one grade level or below" performance quintile.	Minimal progress among students in the reading intervention group suggests the current approach may be ineffective, indicating a need to reassess intervention strategies, instructional methods, or student placement to better support accelerated growth.

English Language Arts Summary

Strengths

Overall growth in foundational reading skills such as phonics, phonemic awareness, and high-frequency words.
Accelerated reading proficiency gains on Beable, with 94% of students exceeding their expected Lexile growth.
Targeted support in ELA showed progress with students receiving reading specialist intervention, demonstrating measurable growth.

Challenges

The lowest quintile of students showed negative growth in overall ELA performance.
Limited progress in higher-level reading skills, including informational text, literature, and comprehension, highlights a need to strengthen instruction in complex reading and critical thinking.
Only 1 of 16 students receiving reading specialist support demonstrated growth into the "one grade level or below" performance quintile, indicating potential gaps in intervention effectiveness.

Mathematics

Data	Comments/Notable Observations
i-Ready Math data shows a 1% increase in the top-performing quintile and a 1% decrease in the lowest-performing quintile, suggesting that student growth is occurring primarily within the middle performance bands. Grade 6 indicates the most growth.	The shift in growth toward the middle quintiles indicates progress for students approaching grade-level expectations, but also highlights a need to strengthen supports for both advanced learners and those most at risk of falling behind.
i-Ready Math data shows consistent proficiency levels across all domains, including Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.	Balanced performance across math domains suggests a well-rounded curriculum and instruction; however, it may also indicate a lack of targeted acceleration in any specific area, presenting an opportunity to deepen mastery in high-impact domains.
Math constructed responses show that 23% of 6th-grade students and 55% of 8th-grade students scored 3 or 4 on the rubric, indicating varying levels of proficiency in constructing mathematical responses.	The higher performance in 8th grade suggests that students may be developing stronger mathematical reasoning and communication skills as they progress, while 6th grade students may need additional support to improve their response quality and conceptual understanding. Teaching staff in grades 7 and 8 have been inconsistent this year.

Mathematics Summary

Strengths

Growth in i-Ready Math data is notable in the middle performance bands, with Grade 6 showing the most significant improvement.
Consistent proficiency across key math domains, including Number and Operations, Algebra, Measurement and Data, and Geometry, reflects well-rounded math instruction.
A high percentage of 8th-grade students (55%) demonstrate proficiency in math constructed responses, with 23% of 6th-grade students also showing notable competency.

Challenges

The 1% decrease in the lowest-performing quintile suggests that growth is not reaching the students who need it most, highlighting a gap in support for struggling learners.

While 8th-grade students show stronger performance in math constructed responses, only 23% of 6th-grade students scored proficiently, indicating a need for improvement in response construction skills at the earlier grade level.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
There is no local data for science.	There is no local data for science.

Science, Technology, and Engineering Education Summary

Strengths

There is no local data for science.

Challenges

There is no local data for science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
8th-grade Naviance career readiness tasks are complete.	Students complete tasks in social studies classes through the 24-25 school year.
Regular Attendance as of May 2025: 54% 33 learners can still make regular attendance.	The Regular Attendance rate for 2022-2023 was 47.18%

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
People's Light and Theater workshops and field trips to see live theater provide students with immersive cultural experiences. Club dates at Toby Farms offer students opportunities to engage in extracurricular activities and community-building.	The entire 7th grade participates and an additional group of 15 students.

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
People's Light and Theater workshops and field trips to see live theater provide students with immersive cultural experiences. The Gardening Club meets regularly, engaging students from all grade levels in hands-on learning and teamwork	

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Cosmetology, Financial Literacy, and Cooking clubs meet regularly at Toby Farms, offering students skill-	

building opportunities in diverse areas.	
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Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Running, soccer, dance, basketball, and softball clubs meet frequently, providing students with active and engaging extracurricular opportunities.	
The First Aid/CPR Club offers students the opportunity to learn valuable life-saving skills and certification.	

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

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

Data	Comments/Notable Observations
The Oratorical and Art Contests celebrate the legacies of Frederick Douglass and Andrew Turner, allowing students to showcase their creativity and public speaking skills.	2 winners from Toby Farms; 4 students participated

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.

8th-grade Naviance career readiness tasks are complete, and club dates at Toby Farms provide students with engaging extracurricular activities, including the Gardening, Cosmetology, Financial Literacy, Cooking, Running, Soccer, Dance, Basketball, Softball, and First Aid/CPR clubs.
Regular attendance has reached 54% as of May 2025, with 33 learners still able to improve attendance, while the Oratorical and Art Contests offer students opportunities to celebrate the legacies of Frederick Douglass and Andrew Turner through creativity and public speaking.

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.

Regular attendance is at 54% as of May 2025, indicating a significant need for improvement, although 33 learners still have the potential to
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achieve regular attendance.

While extracurricular clubs like Gardening, Cosmetology, Financial Literacy, and others offer valuable learning opportunities, there may be a need to increase student participation and engagement across all clubs to maximize their impact.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

This data was previously accounted for.

Challenges

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

This data was previously accounted for.

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	Emerging
Identify and address individual student learning needs	Operational
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	Not Yet Evident
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	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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	Not Yet Evident
Monitor and evaluate the impact of professional learning on staff practices and student learning	Not Yet Evident

Summary

Strengths

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

Personalized Support: Identify and respond to individual student learning needs through data-informed instructional strategies.
Resource Alignment: Strategically allocate staff, programs, and funding to support the goals of the school improvement plan and the broader needs of the school
Collaborative Monitoring & Partnerships: Continuously evaluate and adjust improvement efforts, while engaging local businesses and community organizations to enhance student and school success.

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?

Vision Alignment: Difficulty in collectively shaping and maintaining a shared vision for continuous improvement in teaching and learning across the school.
Tailored Professional Development: Struggling to implement diverse professional learning designs that effectively address the varied needs of staff.
Impact Evaluation: Challenges in consistently monitoring and evaluating the effectiveness of professional learning on staff practices and student outcomes.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
The school achieved a PVAAS growth score of 70.0 in Science/Biology, meeting the statewide growth standard, indicating progress in science despite low proficiency levels.	True
The Hispanic student subgroup outperformed the All Students group in both Reading (17.4%) and Math (4.3%) proficiency.	True
The Students with Disabilities subgroup is showing higher growth in Mathematics/Algebra, and several subgroups (Black, Students with Disabilities, Combined Ethnicity) are meeting or exceeding the growth standard in Biology/Science.	False
Overall growth in foundational reading skills such as phonics, phonemic awareness, and high-frequency words.	False
Accelerated reading proficiency gains on Beable, with 94% of students exceeding their expected Lexile growth.	False
Targeted support in ELA showed progress with students receiving reading specialist intervention, demonstrating measurable growth.	False
Growth in i-Ready Math data is notable in the middle performance bands, with Grade 6 showing the most significant improvement.	False
Consistent proficiency across key math domains, including Number and Operations, Algebra, Measurement and Data, and Geometry, reflects well-rounded math instruction.	True
A high percentage of 8th-grade students (55%) demonstrate proficiency in math constructed responses, with 23% of 6th-grade students also showing notable competency.	False
There is no local data for science.	False
8th-grade Naviance career readiness tasks are complete, and club dates at Toby Farms provide students with engaging extracurricular activities, including the Gardening, Cosmetology, Financial Literacy, Cooking, Running, Soccer, Dance, Basketball, Softball, and First Aid/CPR clubs.	False
Personalized Support: Identify and respond to individual student learning needs through data-informed instructional strategies.	False
Resource Alignment: Strategically allocate staff, programs, and funding to support the goals of the school improvement plan and the broader needs of the school	False
Collaborative Monitoring & Partnerships: Continuously evaluate and adjust improvement efforts, while engaging	False

local businesses and community organizations to enhance student and school success.	
Regular attendance has reached 54% as of May 2025, with 33 learners still able to improve attendance, while the Oratorical and Art Contests offer students opportunities to celebrate the legacies of Frederick Douglass and Andrew Turner through creativity and public speaking.	False
This data was previously accounted for.	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
Several subgroups (Black, Hispanic, Economically Disadvantaged, Students with Disabilities, Combined Ethnicity) are performing well below the statewide average in ELA/Literature and Mathematics/Algebra, highlighting significant achievement gaps.	True
Overall proficiency in ELA (13.3%), Mathematics (1.8%), and Science/Biology (11.6%) is far below statewide averages, indicating a critical need for enhanced instructional strategies and support.	True
The school did not meet the growth standard in ELA and Mathematics (PVAAS scores of 65.0 and 50.0), suggesting that students are not making adequate yearly progress in these key subjects.	True
The lowest quintile of students showed negative growth in overall ELA performance.	False
Limited progress in higher-level reading skills, including informational text, literature, and comprehension, highlights a need to strengthen instruction in complex reading and critical thinking.	False
Only 1 of 16 students receiving reading specialist support demonstrated growth into the "one grade level or below" performance quintile, indicating potential gaps in intervention effectiveness.	False
The 1% decrease in the lowest-performing quintile suggests that growth is not reaching the students who need it most, highlighting a gap in support for struggling learners.	False
While 8th-grade students show stronger performance in math constructed responses, only 23% of 6th-grade students scored proficiently, indicating a need for improvement in response construction skills at the earlier grade level.	False
There is no local data for science.	False
Regular attendance is at 54% as of May 2025, indicating a significant need for improvement, although 33 learners still have the potential to achieve regular attendance.	True
While extracurricular clubs like Gardening, Cosmetology, Financial Literacy, and others offer valuable learning opportunities, there may be a need to increase student participation and engagement across all clubs to	False

maximize their impact.	
Vision Alignment: Difficulty in collectively shaping and maintaining a shared vision for continuous improvement in teaching and learning across the school.	False
Tailored Professional Development: Struggling to implement diverse professional learning designs that effectively address the varied needs of staff.	False
Impact Evaluation: Challenges in consistently monitoring and evaluating the effectiveness of professional learning on staff practices and student outcomes.	False
This data was previously accounted for.	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.

The needs assessment continues to reveal challenges that we must set out to overcome. The challenges fall in the categories of student achievement, instructional best practices, and student attendance. Our student achievement and growth continues to fail to meet state standards on PSSA and we are not on track to meet the goals identified for 2030. Our needs assessment shows attention must be given to helping students achieve regular attendance in order to benefit from instruction and interventions put in place. Teachers need to continue to collaborate with data and protocols designed to enhance practice and focus on instruction and interventions which target specific learning and result in focused academic achievement and growth goals.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Several subgroups (Black, Hispanic, Economically Disadvantaged, Students with Disabilities, Combined Ethnicity) are performing well below the statewide average in ELA/Literature and Mathematics/Algebra, highlighting significant achievement gaps.		False
Overall proficiency in ELA (13.3%), Mathematics (1.8%), and Science/Biology (11.6%) is far below statewide averages, indicating a critical need for enhanced instructional strategies and support.		True
The school did not meet the growth standard in ELA and Mathematics (PVAAS scores of 65.0 and 50.0), suggesting that students are not making adequate yearly progress in these key subjects.		True
Regular attendance is at 54% as of May 2025, indicating a significant need for improvement, although 33 learners still have the potential to achieve regular attendance.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The school achieved a PVAAS growth score of 70.0 in Science/Biology, meeting the statewide growth standard, indicating progress in science despite low proficiency levels.	
The Hispanic student subgroup outperformed the All Students group in both Reading (17.4%) and Math (4.3%) proficiency.	
Consistent proficiency across key math domains, including Number and Operations, Algebra, Measurement and Data, and Geometry, reflects well-rounded math instruction.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If students receive access to complex text, online intervention support in grade-level standards, and targeted data-driven small group instruction, then student growth and achievement will increase in reading and math.
	If students receive access to complex text, online intervention support in grade-level standards, and targeted data-driven small group instruction, then student growth and achievement will increase in reading and math.
	If we implement Positive Behavior Interventions and Support, Restorative Practices, and acknowledge student successes in behavior, achievement, and attendance, then regular attendance will increase.

Goal Setting

Priority: If students receive access to complex text, online intervention support in grade-level standards, and targeted data-driven small group instruction, then student growth and achievement will increase in reading and math.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, at least 14% of students in grades 6-8 will have reached proficiency or advanced on the ELA Pennsylvania State Assessments. By June 30, 2026, 16% of students in grades 6-8 will meet or exceed their i-Ready ELA stretch growth goal.			
Measurable Goal Nickname (35 Character Max)			
English Language Arts - Pennsylvania State Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 75% of teachers will implement small group instruction using i-Ready according to the Toby Farms Small Group Instruction Rubric.	By January 31, 2026, 75% of ELA teachers will implement small group instruction using i-Ready and score 12 out of 20 points according to the Toby Farms Small Group Instruction Rubric. By January 31, 2026, 14% of students in grades 6-8 will meet or exceed their i-Ready Reading stretch growth goal.	By March 30, 2026, 75% of ELA teachers will implement small group instruction using i-Ready and score 15 out of 20 points according to the Toby Farms Small Group Instruction Rubric.	By June 30, 2026, 75% of ELA teachers will implement small group instruction using i-Ready and score 18 out of 20 points according to the Toby Farms Small Group Instruction Rubric. By June 30, 2026, 16% of students in grades 6-8 will meet or exceed their i-Ready Reading stretch growth goal.

Priority: If students receive access to complex text, online intervention support in grade-level standards, and targeted data-driven small group instruction, then student growth and achievement will increase in reading and math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 6% of students in grades 6-8 will reach proficiency or advanced on the Math Pennsylvania State Assessments. By June 30, 2026, 15% of students in grades 6-8 will meet or exceed their i-Ready Math stretch growth goal.			
Measurable Goal Nickname (35 Character Max)			
Math - Pennsylvania State Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 100% of teachers will	By January 31, 2026, 90% of Math teachers will implement small group	By March 30, 2026, 90% of Math teachers will	By June 30, 2026, 90% of Math teachers will implement small group instruction

implement small group instruction according to the Toby Farms Math Group Instruction Rubric.	instruction and score 12 out of 20 points according to the Toby Farms Small Group Instruction Rubric. By January 31, 2026, 10% of students in grades 6-8 will meet or exceed their i-Ready Math stretch growth goal.	implement small group instruction and score 15 out of 20 points according to the Toby Farms Small Group Instruction Rubric.	and score 18 out of 20 points according to the Toby Farms Math Small Group Instruction Rubric. By June 30, 2026, 15% of students in grades 6-8 will meet or exceed their i-Ready Math stretch growth goal.
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Priority: If we implement Positive Behavior Interventions and Support, Restorative Practices, and acknowledge student successes in behavior, achievement, and attendance, then regular attendance will increase.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, regular attendance will be 57%.			
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 64%. By September 30, 2025, 90% of classroom teachers will implement PBIS according to the Toby Farms PBIS rubric.	By December 30, 2025, regular attendance will be 62%. By December 30, 2025, 90% of classroom teachers will implement PBIS and score 12 out of 20 points according to the Toby Farms PBIS rubric.	By March 30, 2026, regular attendance will be 60%. By March 30, 2025, 90% of classroom teachers will implement PBIS and score 14 out of 20 points according to the Toby Farms PBIS rubric.	By June 30, 2026, regular attendance will be 57%. By June 30, 2025, 90% of classroom teachers will implement PBIS and score 16 out of 20 points according to the Toby Farms PBIS rubric.

Action Plan

Measurable Goals

English Language Arts - Pennsylvania State Assessments	Math - Pennsylvania State Assessments
Regular Attendance	

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

Measurable Goals:
- By June 30, 2026, at least 14% of students in grades 6-8 will have reached proficiency or advanced on the ELA Pennsylvania State Assessments. By June 30, 2026, 16% of students in grades 6-8 will meet or exceed their i-Ready ELA stretch growth goal. - By June 30, 2026, 6% of students in grades 6-8 will reach proficiency or advanced on the Math Pennsylvania State Assessments. By June 30, 2026, 15% of students in grades 6-8 will meet or exceed their i-Ready Math stretch growth goal.

Action Step		Anticipated Start/Completion Date	
Step 1: i-Ready Implementation Protocol: Secure a Math & ELA instructional protocol which allows for i-Ready and small group instruction implementation.		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-I-Ready Data Reports -Previous I-Ready implementation protocols -Learner data reflection sheet -Data conversation -Math instruction supplies for small group instruction (7,500) - Reading instruction materials for small group instruction (7,500) -Reading instruction supplies for structured literacy (10,000)	No	
Action Step		Anticipated Start/Completion Date	
Step 2: i-Ready Implementation Protocol: Develop a step-by-step account of how educators will use i-Ready during small group instruction, including use of i-Ready learning plan lessons and days and timeframes for implementation.		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School	-i-Ready -Small group instruction rubric -Curriculum map	No	

Administration			
Action Step		Anticipated Start/Completion Date	
Step 3: Develop an SGI PD series for August and September.		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-Big Rock PD Calendar (Chief Academic Officer)	No	
Action Step		Anticipated Start/Completion Date	
Principal will provide training on utilizing the i-Ready Teacher toolkit and accompanying aligned lessons with small group instruction.		2025-08-25	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready -Curriculum maps	Yes	
Action Step		Anticipated Start/Completion Date	
Provide professional development defining SGI, discussing the importance of SGI, and studying the SGI rubric to implement it efficiently and effectively.		2025-08-25	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-Agenda -Current I-Ready Data - iReady Data Protocol	Yes	
Action Step		Anticipated Start/Completion Date	
Q1: PLC to review strengths and challenges in i-Ready weekly usage minutes and average lessons passed.		2025-09-01	2025-11-07
Lead	Material/Resources/Supports Needed	PD Step?	

Person/Position			
School Administration	-i-Ready Usage Reports -i-Ready Personalized Instruction Summary	Yes	
Action Step		Anticipated Start/Completion Date	
Q2: PLC to review strengths and challenges in i-Ready weekly usage minutes and average lessons passed.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready Usage Reports -i-Ready Personalized Instruction Summary	No	
Action Step		Anticipated Start/Completion Date	
Q3: PLC to review strengths and challenges in i-Ready weekly usage minutes and average lessons passed.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready Usage Reports -i-Ready Personalized Instruction Summary	No	
Action Step		Anticipated Start/Completion Date	
Q4: PLC to review strengths and challenges in i-Ready weekly usage minutes and average lessons passed.		2026-03-30	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready Usage Reports -i-Ready Personalized Instruction Summary	No	
Action Step		Anticipated Start/Completion Date	
Q1: Teacher training to use i-Ready and Common Assessment data to inform instruction, make instructional shifts,		2025-09-	2025-11-

and develop groupings for differentiated learning.		01	07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready student reports -Common Assessment Data -PSSA Data -I-Ready student and classroom reports -Instructional Support for ELA staff salary (92,003) and benefits (66,429) - Instructional Support for math staff salary (75,000) and benefits (43,536)	No	
Action Step		Anticipated Start/Completion Date	
Q2: PLCs to use i-Ready and Common Assessment data to inform instruction, make instructional shifts, and develop groupings for differentiated learning.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready student reports -Common Assessment Data -PSSA Data -I-Ready student and classroom reports	No	
Action Step		Anticipated Start/Completion Date	
Q3: PLCs to use i-Ready and Common Assessment data to inform instruction, make instructional shifts, and develop groupings for differentiated learning.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready student reports -Common Assessment Data -PSSA Data -I-Ready student and classroom reports	No	
Action Step		Anticipated Start/Completion Date	
Q4: PLCs to use i-Ready and Common Assessment data to inform instruction, make instructional shifts, and develop groupings for differentiated learning.		2026-03-30	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready student reports -Common Assessment Data -PSSA Data -I-Ready student and classroom reports	No	
Action Step		Anticipated	

		Start/Completion Date	
Q1: During quarterly PBIS Assembly, provide certificates for student success in weekly usage minutes and average lessons passed.		2025-09-01	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-I-Ready Personalized Instruction Summary -i-Ready acknowledgements for weekly usage minutes and average lessons passed (15,000) -	No	
Action Step		Anticipated Start/Completion Date	
Q2: During quarterly PBIS Assembly, provide certificates for student success in weekly usage minutes and average lessons passed.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready Personalized Instruction Summary	No	
Action Step		Anticipated Start/Completion Date	
Q3: During quarterly PBIS Assembly, provide certificates for student success in weekly usage minutes and average lessons passed.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready Personalized Instruction Summary	No	
Action Step		Anticipated Start/Completion Date	
Q4: During quarterly PBIS Assembly, provide certificates for student success in weekly usage minutes and average lessons passed.		2026-03-30	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School	-I-Ready Personalized Instruction Summary -Field trips for academic enrichment (25,000)	No	

Administration			
Action Step		Anticipated Start/Completion Date	
Q1: Parent and Family Engagement to improve academic performance. During report card conferences, review i-Ready data, PSSA scores, and grades to create a partnership with PSSA completion, reflection, and completion.		2025-09-01	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-i-Ready student reports -Parent and family engagement to improve reading and math performance (3,000)	No	
Action Step		Anticipated Start/Completion Date	
Q2:Parent and Family Engagement to improve academic performance. During report card conferences, review i-Ready data, PSSA scores, and grades to create a partnership with PSSA completion, reflection, and completion.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	i-Ready student reports	No	
Action Step		Anticipated Start/Completion Date	
Q3: Parent and Family Engagement to improve academic performance. During report card conferences, review i-Ready data, PSSA scores, and grades to create a partnership with PSSA completion, reflection, and completion.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	i-Ready student reports	No	
Action Step		Anticipated Start/Completion Date	
Q4: Parent and Family Engagement to improve academic performance. During report card conferences, review i-Ready data, PSSA scores, and grades to create a partnership with PSSA completion, reflection, and completion.		2026-03-30	2026-05-29
Lead	Material/Resources/Supports Needed	PD Step?	

Person/Position			
School Administration	i-Ready student reports	No	
Action Step		Anticipated Start/Completion Date	
Q1: Small group informal observations of all ELA and Math teachers.		2025-09-02	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-Small group observation rubric. -Previous data/information of teachers' instruction to determine strengths and areas of growth.	No	
Action Step		Anticipated Start/Completion Date	
Q2: Small group informal observations of all ELA and Math teachers.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-Small group observation rubric. -Previous data/information of teachers' instruction to determine strengths and areas of growth.	No	
Action Step		Anticipated Start/Completion Date	
Q3: Small group informal observations of all ELA and Math teachers.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-Small group observation rubric. -Previous data/information of teachers' instruction to determine strengths and areas of growth.	No	
Action Step		Anticipated Start/Completion Date	
Q4: Small group informal observations of all ELA and Math teachers.		2026-03-	2026-05-

		30	29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-Small group observation rubric. -Previous data/information of teachers' instruction to determine strengths and areas of growth.	No	
Action Step		Anticipated Start/Completion Date	
Determine the effectiveness of SGI using the rubric and use data to inform professional developments.		2025-09-15	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Administration	-PLC rubric -PLC agenda	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
ELA Achievement & Math Achievement	-The implementation team will monitor biweekly. -The school improvement team will monitor progress monthly using established protocols. -LEA and the School Improvement Team will monitor data quarterly.

Action Plan For: Positive Behavior Interventions & Supports

Measurable Goals:
By June 30, 2026, regular attendance will be 57%.

Action Step		Anticipated Start/Completion Date	
Implement a PBIS school-wide system (manual) to provide structure for the PBIS program.		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	-PBIS manual outlines -Exemplar PBIS Manuals -PBIS resources and materials for implementation and acknowledgements (15,000)	No	
Action Step		Anticipated	

		Start/Completion Date	
Train staff on the PBIS school-wide system.		2025-08-18	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	-PBIS manual outlines -Exemplar PBIS Manuals	Yes	
Action Step		Anticipated Start/Completion Date	
Create and implement a PBIS calendar of acknowledgments for students.		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	-PBIS manual outlines -Exemplar PBIS Manuals -Achievement, attendance, and behavior student certificates (8,500)	No	
Action Step		Anticipated Start/Completion Date	
Q1: PBIS acknowledgement trip for students displaying PBIS expectations.		2025-09-01	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	Information on trips that align with Pennsylvania Academic Standards	No	
Action Step		Anticipated Start/Completion Date	
Q2: PBIS acknowledgement trip for students displaying PBIS expectations.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	Information on trips that align with Pennsylvania Academic Standards	No	
Action Step		Anticipated Start/Completion Date	
Q3: PBIS acknowledgement trip for students displaying PBIS expectations.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	Information on trips that align with Pennsylvania Academic Standards	No	
Action Step		Anticipated Start/Completion Date	
Q4: PBIS acknowledgement trip for students displaying PBIS expectations.		2026-03-30	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	Information on trips that align with Pennsylvania Academic Standards	No	

Action Step		Anticipated Start/Completion Date	
Develop an attendance monitoring protocol, including when families are notified regarding attendance concerns, who is to notify families, and method of communication (phone call, letter, etc).		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	-CUSD District-Wide Attendance Monitoring Protocol	No	
Action Step		Anticipated Start/Completion Date	
Train educators on the attendance monitoring protocol.		2025-08-18	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	-CUSD District-Wide Attendance Monitoring Protocol -Toby Farms' adherence to the attendance monitoring protocol	Yes	
Action Step		Anticipated Start/Completion Date	
Q1: Attendance acknowledgement trip for students with at least 90% attendance.		2025-09-01	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	Information on trips that align with Pennsylvania Academic Standards Parent and family engagement to improve attendance outcomes (3,000)	No	
Action Step		Anticipated Start/Completion Date	
Q2: Attendance acknowledgement trip for students with at least 90% attendance.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	Information on trips that align with Pennsylvania Academic Standards	No	
Action Step		Anticipated Start/Completion Date	
Q3: Attendance acknowledgement trip for students with at least 90% attendance.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	Information on trips that align with Pennsylvania Academic Standards	No	
Action Step		Anticipated Start/Completion Date	
Q4: Attendance acknowledgement trip for students with at least 90% attendance.		2026-03-30	2026-05-29

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	Information on trips that align with Pennsylvania Academic Standards	No	
Action Step		Anticipated Start/Completion Date	
Q1: PBIS informal observations of all teachers and staff. Use data to inform professional developments.		2025-09-01	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	PBIS rubric	No	
Action Step		Anticipated Start/Completion Date	
Q2: PBIS informal observations of all teachers and staff. Use data to inform professional developments.		2025-11-10	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	PBIS rubric	No	
Action Step		Anticipated Start/Completion Date	
Q3: PBIS informal observations of all teachers and staff. Use data to inform professional developments.		2026-01-26	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	PBIS rubric	No	
Action Step		Anticipated Start/Completion Date	
Q4: PBIS informal observations of all teachers and staff. Use data to inform professional developments.		2026-03-30	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Assistant Principal - Climate Managers	PBIS rubric	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase Attendance	-The implementation team will monitor biweekly. -The school improvement team will monitor progress monthly using established protocols. -LEA and the School Improvement Team will monitor data quarterly.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Parent & Family Engagement to improve reading and math performance.	i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Supplies & Property	1	3000
Parent and Family Engagement to improve attendance outcomes.	Positive Behavior Interventions & Supports	Supplies & Property	1	3000
Math Instruction	i-Ready:	Supplies & Property	1	7500

Supplies for small group instruction	https://www.evidenceforpa.org/strategies/i-ready			
Reading instruction materials for small group instruction	i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Supplies & Property	1	7500
Reading instruction supplies for structured literacy	i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Supplies & Property	1	10000

Field trips for academic enrichment	Positive Behavior Interventions & Supports	Supplies & Property	1	25000
Achievement, attendance, and behavior student certificates	Positive Behavior Interventions & Supports	Supplies & Property	1	8500
PBIS Resources and materials for Acknowledgements	Positive Behavior Interventions & Supports	Supplies & Property	1	15000

i-Ready Acknowledgements for weekly usage minutes and average lessons passed	i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Supplies & Property	3	15000
Total Expenditures				94500

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 - Positive Behavior Interventions &	Instructional Support for ELA Staff	92003

	Supports			
Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • Positive Behavior Interventions & Supports	Instructional Support for ELA Staff	66429	
Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • Positive Behavior Interventions & Supports	Instructional Support for Math Staff	75000	
Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • Positive Behavior Interventions & Supports	Instructional Support for Math Staff	43536	
Total Expenditures				276968

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Provide professional development defining SGI, discussing the importance of SGI, and studying the SGI rubric to implement it efficiently and effectively.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Q1: PLC to review strengths and challenges in i-Ready weekly usage minutes and average lessons passed.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Principal will provide training on utilizing the i-Ready Teacher toolkit and accompanying aligned lessons with small group instruction.
Positive Behavior Interventions & Supports	Train staff on the PBIS school-wide system.
Positive Behavior Interventions & Supports	Train educators on the attendance monitoring protocol.

Toby Farms: Use i-Ready Data to Inform Instruction

Action Step		
Principal will provide training on utilizing the i-Ready Teacher toolkit and accompanying aligned lessons with small group instruction.		
Audience		
Math Teachers ELA Teachers		
Topics to be Included		
-i-Ready data analysis -Using data to determine standards-aligned groupings for students -Using data to determine whole group instruction - Use i-Ready lessons as a means for learning support -Using data to conduct self-reflection and determine one's own professional development needs		
Evidence of Learning		
100% of students will be grouped according to their needs as determined by the i-Ready diagnostic and i-Ready other data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
-Principal -Professional Learning Specialist	2025-09-01	2025-11-07

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	-Once each quarter (formally) -Biweekly (informally)
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4a: Reflecting on Teaching	

- 1e: Designing Coherent Instruction
- 1b: Demonstrating Knowledge of Students

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

Toby Farms: Focus on i-Ready Lessons

Action Step

- Q1: PLC to review strengths and challenges in i-Ready weekly usage minutes and average lessons passed.

Audience

-Math Teachers -ELA Teachers

Topics to be Included

- Review i-Ready lessons - Review average lessons passed. Determine student strengths and areas of need based on the lessons passed. Group students or provide individual math and reading volunteer support based on need. - Identify whole-group lessons required based on lessons passed. - Review the number of i-Ready minutes students spent on i-Ready. Determine a plan of action for each student not meeting i-Ready minutes. - Identify i-Ready lessons to support small group, individual, and whole group instruction.

Evidence of Learning

-100% of students not meeting i-Ready minutes will have an implemented plan of action. -100% of students will receive small group instruction or be provided with individual instruction based on lessons passed.

Lead Person/Position

-Principal -Professional Learning Specialist

Anticipated Start

2025-09-01

Anticipated Completion

2025-11-07

Learning Format

Type of Activities

Professional Learning Community (PLC)

Frequency

-Once each quarter (formally) -Biweekly (informally)

Observation and Practice Framework Met in this Plan

- 1e: Designing Coherent Instruction
- 1b: Demonstrating Knowledge of Students

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Toby Farms: Positive Behavior Interventions & Supports (PBIS)

Action Step

- Train staff on the PBIS school-wide system.

Audience

Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Toby Farms: Attendance Procedures & Protocols

Action Step		
• Train educators on the attendance monitoring protocol.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	

- 4c: Communicating with Families
- 4b: Maintaining Accurate Records

This Step Meets the Requirements of State Required Trainings

Common Ground

Assigning i-Ready Lessons to Learners

Action Step

- Principal will provide training on utilizing the i-Ready Teacher toolkit and accompanying aligned lessons with small group instruction.

Audience

Topics to be Included

Evidence of Learning

Lead Person/Position

Anticipated Start

Anticipated Completion

Learning Format

Type of Activities

Inservice day

Frequency

Once

Observation and Practice Framework Met in this Plan

- 1e: Designing Coherent Instruction

This Step Meets the Requirements of State Required Trainings

What are PLCs?

Action Step

- Provide professional development defining SGI, discussing the importance of SGI, and studying the SGI rubric to implement it efficiently and effectively.

Audience

Topics to be Included

Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-Weekly
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Approvals & Signatures

Uploaded Files
CSI Approval 2025.pdf

Chief School Administrator	Date
Dr. Latrice Mumin	2025-09-29
Building Principal Signature	Date
Tahira Burrell	2025-09-29
School Improvement Facilitator Signature	Date
Heather Stottlemeyer	2025-09-29