

Elk Valley El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Elk Valley El Sch		105254053
Address 1		
2556 Maple Ave		
Address 2		
City	State	Zip Code
Lake City	PA	16423
Chief School Administrator		Chief School Administrator Email
Mr DAVID J KOMA		david.koma@girardsd.org
Principal Name		
Miss Shannon Holley		
Principal Email		
shannon.holley@girardsd.org		
Principal Phone Number		Principal Extension
814-774-5602		6401
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Shannon Holley	Principal	Elk Valley Elementary	shannon.holley@girardsd.org
Cheryl Krachkowski	Other	Assistant Principal EVES	cheryl.krachkowski@girardsd.org
Angel Ghastin	District Level Leaders	Federal Program Coordinator	angel.ghastin@girardsd.org
David Koma	Chief School Administrator	Superintendent	david.koma@girardsd.org
Erin Benson	Education Specialist	School Counselor/Parent	erin.benson@girardsd.org
Tammy Rader	Community Member	Community School Director	tammy.rader@girardsd.org
Joanna Fiscus	Education Specialist	Instructional Support Teacher	joanna.fiscus@girardsd.org
Kristen Hull	Education Specialist	Reading Interventionist	kristen.hull@girardsd.org
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Reba Robie	Other	Title I Secretary	reba.robie@girardsd.org
Sue Dahlstrand	Education Specialist	Math Coach	sue.dahlstrand@girardsd.org
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Ashley Griffith	Parent	Parent	agriffith1011@yahoo.com
Lauren Staszewski	Education Specialist	Reading Interventionist	lauren.staszewski@girardsd.org
Beth Frawley	Parent	Parent	baarena00@hotmail.com

Vision for Learning

Vision for Learning

Our vision for learning is to ensure that intervention is viewed as a coordinated system of support across our building rather than not a separate component of the school day. Regardless of the service model, we want to ensure we are providing students with the right support, at the right time, based on their individual needs, the data we have available, and collaborative conversations within grade-level teams.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

52.3% of the ALL Student Group are scoring at proficient or advanced in English Language Arts; although, this is above the state average of 49.9%, we have oscillating up and down since COVID. This is in line with the steady decline in state averages. Structured Literacy mandates will help provide professional development in this area.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	53.3% of the White subgroup is scoring at proficient or advanced in English Language Arts.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	45.2% of Economically disadvantaged students are scoring at proficient or advanced in English Language Arts; this follows the same trend as our all student group.
Students with Disabilities	17.4% of Students with Disabilities are scoring at proficient or advanced in English Language Arts; this follows the same trend as our all student group

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

67.6% of the ALL Student Group are scoring proficient or advanced in Mathematics which is above the statewide average by 25.9%. Although we were oscillating in this content area too, we are trending upward. We have implemented a new math curriculum in grades K-4.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	59.3% of Economically Disadvantaged students are scoring proficient or advanced in Mathematics.

Challenges

ESSA Student Subgroups	Indicator
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Students with Disabilities	23.9% of Students with Disabilities are scoring proficient or advanced in Mathematics.
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Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

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

Comments/Notable Observations

78% of the all student group is meeting the academic growth target for English Language Arts, this is slightly above the state average of 75.4.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	76% of the Economically Disadvantaged student group is meeting the academic growth target for English Language Arts,

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Although there is an insufficient sample for students with disabilities in English Language Arts, we know this is an area we need to focus on.

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

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

Comments/Notable Observations

85% of the all student group is meeting the academic growth target for Mathematics, this is above the state average of 74.9%.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	81% of the Economically Disadvantaged student group is meeting the academic growth target for Mathematics.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Although there is an insufficient sample for students with disabilities in Mathematics, we know this is an area we need to focus on.

English Language Growth and Attainment

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

89.4% percent of the ALL student group are not chronically absent. This is 10% above the state average.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	83% percent of students with disabilities group are not chronically absent.
Economically Disadvantaged	87% percent of Economically disadvantaged student group are not chronically absent.

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	75% of multi-racial/combined student group are not chronically absent.

Career Standards Benchmark

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

67.6% of the ALL Student Group are scoring proficient or advanced in Mathematics which is above the statewide average by 25.9%. Although we were oscillating in this content area too, we are trending upward. We have implemented a new math curriculum in grades K-4.

Challenges

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

Local Assessment

English Language Arts

Data	Comments/Notable Observations
On the MAP Growth for Reading Grades 1-4, the all student group for achievement was in the 63rd percentile.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On the MAP Growth for Reading Grades 1-4, the all student group for growth was in the 60th percentile.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
Grades 1, 3, 4 showed high growth, high achievement. Grade 2 was high achievement, low growth.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On MAP Reading Fluency, the all Kindergarten student group was in the 71st percentile for Early Literacy RIT.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On MAP Reading Fluency, 93 % of the all Kindergarten student group is meeting or exceeding expectations in phonological awareness.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On MAP Reading Fluency, 94 % of the all Kindergarten student group is meeting or exceeding expectations in phonics and word recognition .	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.

On MAP Reading Fluency, 89 % of the all Kindergarten student group is meeting or exceeding expectations in Language Comprehension Listening .	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On MAP Reading Fluency, 86% of the all Kindergarten student group is meeting or exceeding expectations in Language Comprehension Picture Vocabulary .	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On MAP Reading Fluency, 21 % of the all Kindergarten student group is meeting or exceeding expectations in Sentence Reading Fluency .	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On the EOY Acadience Reading Assessment, 72% of Kindergarten students at or above benchmark.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On the EOY Acadience Reading Assessment, 56% of 1st grade students at or above benchmark.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On the EOY Acadience Reading Assessment, 74% of 2nd grade students at or above benchmark.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On the EOY Acadience Reading Assessment, 73% of 3rd grade students at or above benchmark.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and

	auditing new curricular materials aligned with the Science of Reading.
On the EOY Acadience Reading Assessment, 58% of 4th grade students at or above benchmark.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.

English Language Arts Summary

Strengths

We have reading interventionists to support each grade level. Our reading interventionist have extensive training in Orton-Gillingham strategies and structured literacy.
We have also allocated two teachers as instructional support coaches to help focus on Tier 1 and classwide intervention.
We have strategically aligned our Americorp Volunteers and Americorp High School students to provide 1:1 and small group tutoring.

Challenges

Realigning curriculum to ensure we are covering all components of structured literacy.
Auditing and purchasing an ELA curriculum that is comprehensive and spirals to meet foundational literacy skills.
Universal implementation of small group practices at all Tiers based on student data.
Establishing a data culture where screening, diagnostic, formative, and benchmark assessments are used to drive instructional practices.

Mathematics

Data	Comments/Notable Observations
On the MAP Growth for Mathematics Grades K-4, the all student group for achievement was in the 72nd percentile.	New curriculum was implemented in grade 4 this year. Now grades K-4 are using Eureka Math Squared. 4th grade also had an instructional coach.
On the MAP Growth for Mathematics Grades K-4, the all student group for growth was in the 73rd percentile.	New curriculum was implemented in grade 4 this year. Now grades K-4 are using Eureka Math Squared. 4th grade also had an instructional coach.
Grade 1, 3, 4 were high achievement, high growth. Grade K and 2 are high achievement, low growth.	New curriculum was implemented in grade 4 this year. Now grades K-4 are using Eureka Math Squared. 4th grade also had an instructional coach.

Mathematics Summary

Strengths

We have a standards aligned K-4 Math Curriculum.
We have an instructional support teacher who is able to provide math coaching at the Tier 1 level and also provide some Tier 2 interventions.

Challenges

Ensuring new teachers receive the instructional coaching needed to be successful with our new math curriculum.
Administrative walkthroughs to ensure accountability of instructional implementation routines.
Restructuring PLC agendas to better support data analytics and collaboration between teams.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Students receive STEELS aligned science curriculum and instruction through the Mystery Science platform which includes phenomenon and inquiry based lessons.	Students are highly engaged with the science content.
Students rotate once a week through a STEM lab which focuses on engineering practices.	Students are highly engaged with the science content.

Science, Technology, and Engineering Education Summary

Strengths

We have an updated and comprehensive Science curriculum K-4 focused on STEELS.
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Challenges

Ensuring that we always have all materials needed to conduct hands-on inquiry based science lessons.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
We utilize SMART FUTURES curriculum to expose all students to career readiness pathways.	All students participate in lessons K-4.
Through the community school, we have a partnership with Matrix Tool, Inc. who come in and do presentations around engineering concepts.	This is focused more for grade 4.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Partnership with Matrix Tool, Inc. through the Community School Model helps provide experiences for our students related to career development.
Our students are learning about careers starting in Kindergarten and have opportunities to learn about various options for their future.

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.

Carving out time to make sure all lessons through SMART FUTURES are completed with fidelity.
Coordinating times for partners to supplement our curriculum.

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.

Our district includes our subgroups within all planning and implementation of programming and curriculum.

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.

The cost of implementing some programs and purchasing of supplemental materials.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

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Continuously monitor implementation of the school improvement plan and adjust as needed

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
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Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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Leveraging administrative time for evaluative walkthroughs to ensure fidelity in instruction.

Making sure time is allocated to analyzing student data to inform instruction.
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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
67.6% of the ALL Student Group are scoring proficient or advanced in Mathematics which is above the statewide average by 25.9%. Although we were oscillating in this content area too, we are trending upward. We have implemented a new math curriculum in grades K-4.	False
59.3% of Economically Disadvantaged students are scoring proficient or advanced in Mathematics.	False
78% of the all student group is meeting the academic growth target for English Language Arts.	False
76% of the Economically Disadvantaged student group is meeting the academic growth target for English Language Arts,	False
85% of the all student group is meeting the academic growth target for English Language Arts, this is above the state average of 74.9%.	False
81% of the Economically Disadvantaged student group is meeting the academic growth target for Mathematics.	False
89.4% percent of students are not chronically absent. This is 10% above the state average.	False
83% percent of students with disabilities group are not chronically absent.	False
83% percent of students with disabilities group are not chronically absent.	False
87% percent of Economically disadvantaged student group are not chronically absent.	False
We have reading interventionists to support each grade level. Our reading interventionist have extensive training in Orton-Gillingham strategies and structured literacy.	True
We have also allocated two teachers as instructional support coaches to help focus on Tier 1 and classwide intervention.	True
We have strategically aligned our Americorp Volunteers and Americorp High School students to provide 1:1 and small group tutoring.	False
We have a standards aligned K-4 Math Curriculum.	True
We have an instructional support teacher who is able to provide math coaching at the Tier 1 level and also provide some Tier 2 interventions.	True
We have an updated and comprehensive Science curriculum K-4 focused on STEELS.	False
Partnership with Matrix Tool, Inc. through the Community School Model helps provide experiences for our students related to career development.	False
Our students are learning about careers starting in Kindergarten and have opportunities to learn about various options for their future.	False

Our district includes our subgroups within all planning and implementation of programming and curriculum.	False
Continuously monitor implementation of the school improvement plan and adjust as needed	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
52.3% of the ALL Student Group are scoring at proficient or advanced in English Language Arts; although, this is above the state average of 49.9%, we have oscillating up and down since COVID. This is in line with the steady decline in state averages. Structured Literacy mandates will help provide professional development in this area.	False
45.2% of Economically disadvantaged students are scoring at proficient or advanced in English Language Arts; this follows the same trend as our all student group.	False
17.4% of Students with Disabilities are scoring at proficient or advanced in English Language Arts; this follows the same trend as our all student group	False
23.9% of Students with Disabilities are scoring proficient or advanced in Mathematics.	False
Although there is an insufficient sample for students with disabilities in English Language Arts, we know this is an area we need to focus on.	True
Realigning curriculum to ensure we are covering all components of structured literacy.	True
Auditing and purchasing an ELA curriculum that is comprehensive and spirals to meet foundational literacy skills.	True
Universal implementation of small group practices at all Tiers based on student data.	True
Establishing a data culture where screening, diagnostic, formative, and benchmark assessments are used to drive instructional practices.	True
Ensuring new teachers receive the instructional coaching needed to be successful with our new math curriculum.	False
Administrative walkthroughs to ensure accountability of instructional implementation routines.	True
Restructuring PLC agendas to better support data analytics and collaboration between teams.	True
Ensuring that we always have all materials needed to conduct hands-on inquiry based science lessons.	False

Carving out time to make sure all lessons through SMART FUTURES are completed with fidelity.	False
Coordinating times for partners to supplement our curriculum.	False
The cost of implementing some programs and purchasing of supplemental materials.	False
Leveraging administrative time for evaluative walkthroughs to ensure fidelity in instruction.	True
Making sure time is allocated to analyzing student data to inform instruction.	True

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 underlying driving force for the upcoming year will be to identify and benchmark every student academically and provide targeted small group instruction, specifically at the Tier 1 level, to meet student needs. This will be done, in part, by maintaining our 3 instructional support teachers and revising the building wide intervention model to provide more push in support within the classrooms. Additionally, PLCs will be focused on reviewing and analyzing student data to help drive instructional practices and supports.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Although there is an insufficient sample for students with disabilities in English Language Arts, we know this is an area we need to focus on.		False
Realigning curriculum to ensure we are covering all components of structured literacy.		False
Auditing and purchasing an ELA curriculum that is comprehensive and spirals to meet foundational literacy skills.		False
Universal implementation of small group practices at all Tiers based on student data.		True
Establishing a data culture where screening, diagnostic, formative, and benchmark assessments are used to drive instructional practices.		True
Administrative walkthroughs to ensure accountability of instructional implementation routines.		True
Restructuring PLC agendas to better support data analytics and collaboration between teams.		True
Leveraging administrative time for evaluative walkthroughs to ensure fidelity in instruction.		False
Making sure time is allocated to analyzing student data to inform instruction.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
We have reading interventionists to support each grade level. Our reading interventionist have extensive training in Orton-Gillingham strategies and structured literacy.	Collaboration with grade level teams
We have also allocated two teachers as instructional support coaches to help focus on Tier 1 and classwide intervention.	Coaching related to Tier 1 classwide interventions and targeted small group
We have a standards aligned K-4 Math Curriculum.	Providing consistency among grade levels and instructional practices
We have an instructional support teacher who is able to provide math coaching at the Tier 1 level and also provide some Tier 2 interventions.	Coaching related to Tier 1 classwide interventions and targeted small group
Continuously monitor implementation of the school improvement plan and adjust as needed	Administration and IST can work to coach teachers and monitor data trends.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Utilize PLCs to review student data and trends

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Establish a consistent, data-driven system for small-group instruction across all tiers to effectively meet student needs.
	Establish a consistent data culture in which multiple assessment measures guide instructional decisions and student support.
	Implement consistent administrative walkthroughs to monitor and strengthen instructional practices.
	Restructure PLCs to prioritize data analysis, collaborative planning, and responsive instruction.

Goal Setting

Priority: Establish a consistent, data-driven system for small-group instruction across all tiers to effectively meet student needs.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By June 2027, 100% of instructional teams will consistently use student data to plan, implement, and monitor targeted small-group instruction across all tiers, as evidenced by lesson plans, student groupings, progress-monitoring data, and walkthrough observations.			
Measurable Goal Nickname (35 Character Max)			
Targeted Small Group Instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish expectations, assessment protocols, and planning tools for data-driven small-group instruction.	At least 75% of classrooms implement small-group instruction based on current student data.	At least 90% of classrooms regularly adjust student groups and instructional strategies using progress-monitoring data.	100% of classrooms consistently implement and monitor data-driven small-group instruction, with evidence of student growth across all tiers.

Priority: Establish a consistent data culture in which multiple assessment measures guide instructional decisions and student support.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, 100% of instructional teams will consistently analyze screening, diagnostic, formative, and benchmark assessment data to make instructional decisions, identify student supports, and monitor progress, as evidenced by PLC documentation, instructional plans, and intervention records.			
Measurable Goal Nickname (35 Character Max)			
Data Analysis			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish common data-analysis protocols, assessment expectations, and baseline student needs.	At least 75% of instructional teams use multiple assessment measures to plan instruction and student supports.	At least 90% of teams regularly monitor progress and adjust instruction, interventions, and student groupings based on data.	100% of teams consistently demonstrate the assessment-instruction-monitoring cycle and evaluate its impact on student growth.

Priority: Implement consistent administrative walkthroughs to monitor and strengthen instructional practices.

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

By June 2027, administrators will conduct at least two instructional walkthroughs per teacher per semester using a common walkthrough tool, provide timely feedback, and use districtwide trends to guide professional learning and strengthen instructional practices.			
Measurable Goal Nickname (35 Character Max)			
Walkthrough Feedback			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Develop the walkthrough tool, establish expectations, and complete baseline walkthroughs for 100% of teachers.	Complete one walkthrough per teacher, provide feedback, and identify buildingwide instructional trends.	Complete one additional walkthrough per teacher and provide targeted support based on identified needs.	Complete final walkthroughs and analyze yearlong data to evaluate implementation, recognize growth, and establish priorities for the following year.

Priority: Restructure PLCs to prioritize data analysis, collaborative planning, and responsive instruction.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
By June 2027, 100% of PLC teams will consistently use a structured agenda focused on data analysis, collaborative planning, and responsive instructional practices, as documented through submitted agendas, meeting notes, and action plans.			
Measurable Goal Nickname (35 Character Max)			
PLC Restructure			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Develop a common PLC agenda and schedule to train all teams on the data-analysis process.	75% of PLCs consistently use the agenda and document instructional responses to student data.	90% of PLCs use data to plan, implement, and monitor targeted instructional strategies.	100% of PLCs demonstrate consistent implementation and evaluate the impact of instructional responses on student growth.

Action Plan

Measurable Goals

Targeted Small Group Instruction	Data Analysis
Walkthrough Feedback	PLC Restructure

Action Plan For: Targeted Small Group Intervention & Collaborative Planning

Measurable Goals:	
- By June 2027, 100% of instructional teams will consistently use student data to plan, implement, and monitor targeted small-group instruction across all tiers, as evidenced by lesson plans, student groupings, progress-monitoring data, and walkthrough observations. - By June 2027, 100% of PLC teams will consistently use a structured agenda focused on data analysis, collaborative planning, and responsive instructional practices, as documented through submitted agendas, meeting notes, and action plans. - By June 2027, 100% of instructional teams will consistently analyze screening, diagnostic, formative, and benchmark assessment data to make instructional decisions, identify student supports, and monitor progress, as evidenced by PLC documentation, instructional plans, and intervention records. - By June 2027, administrators will conduct at least two instructional walkthroughs per teacher per semester using a common walkthrough tool, provide timely feedback, and use districtwide trends to guide professional learning and strengthen instructional practices.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish expectations for targeted small-group instruction across all tiers.		2026-08-31	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Angel Ghastin, Director of Curriculum	Written expectations, small group framework	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop common PLC agendas that prioritize data analysis, student grouping, instructional planning, and progress monitoring.		2026-08-31	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Angel Ghastin, Director of Curriculum	Common PLC template; PLC calendar	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional learning on analyzing data, forming flexible groups, selecting targeted strategies, and monitoring progress.		2026-08-31	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Angel Ghastin, Director of Curriculum; Joanna Fiscus, IST; Jeanene Stark, IST; Sue Dahlstrand, IST	training materials; data records; planning sessions; in-service days	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use PLC meetings to identify priority skills and create flexible student groups based on current data.		2026-08-31	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal;	PLC agendas & minutes; student grouping; Tier 2 minutes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement consistent small-group instructional routines during designated instructional blocks.		2026-08-31	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Joanna Fiscus, IST; Jeanene Stark, IST; Sue Dahlstrand, IST	lesson plans; walkthroughs; observations; small group lesson plans; coaching resources/meetings	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct administrative and instructional-coach walkthroughs using a common small-group instruction look-for tool.		2026-08-31	2027-06-08

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Angel Ghastin, Director of Curriculum	walkthrough tool; PaEtep feedback; administrative meetings reviewing trends	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review progress-monitoring data during PLCs and adjust student groups, strategies, intensity, or tier of support.		2026-08-31	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Joanna Fiscus, IST; Jeanene Stark, IST; Sue Dahlstrand, IST	updated intervention groups and small groups; progress monitoring data; Tier 2 outcomes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide coaching and modeling for teams or classrooms needing additional support.		2026-08-31	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Joanna Fiscus, IST; Jeanene Stark, IST; Sue Dahlstrand, IST	coaching schedules; walkthroughs;	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Evaluate implementation and student outcomes to identify effective practices and needs for the following year.		2026-12-17	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Joanna Fiscus, IST;	Mid year and end of year data review; Title I committee reflection	No	

Jeanene Stark, IST; Sue Dahlstrand, IST			
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent building system in which PLC teams regularly analyze student data, create flexible instructional groups, implement targeted small-group instruction across all tiers, and monitor student progress to adjust support.	Teachers and administrators will maintain PLC agendas and minutes, assessment and data, small group instruction logs, regular review of student progress and benchmark data meetings and logs of IST meetings. Administration will log walk-throughs and feedback via PA-ETEP.

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	Targeted Small Group Intervention & Collaborative Planning	Title I Salaries	366743	
Instruction	Targeted Small Group Intervention & Collaborative Planning	Title I Benefits	89649	
Other Expenditures	Targeted Small Group Intervention & Collaborative Planning	Title I NonPub Services	8315	
Other Expenditures	Targeted Small Group Intervention & Collaborative Planning	Parent Family Engagement Supplies	3374	
Other Expenditures	Targeted Small Group Intervention & Collaborative Planning	Social Work--homeless set aside	250	
Other Expenditures	Targeted Small Group Intervention & Collaborative Planning	Community Service salary and benefits; parent family engagement events	5289	

Other Expenditures	Targeted Small Group Intervention & Collaborative Planning	Supplies for parent family engagement events	1000	
Title II.A and Title IV.A Transfer Funds	Targeted Small Group Intervention & Collaborative Planning	salaries and benefits	86652	
Title II.A and Title IV.A Transfer Funds	Targeted Small Group Intervention & Collaborative Planning	Non Pub services	1292	
Title II.A and Title IV.A Transfer Funds	Targeted Small Group Intervention & Collaborative Planning	supplies for parent family engagement	979	
Total Expenditures				563543

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Targeted Small Group Intervention & Collaborative Planning	Provide professional learning on analyzing data, forming flexible groups, selecting targeted strategies, and monitoring progress.

Data Analysis PD

Action Step		
Provide professional learning on analyzing data, forming flexible groups, selecting targeted strategies, and monitoring progress.		
Audience		
All teachers		
Topics to be Included		
1. BOY Benchmark assessments: MAP Growth for ELA and Math, MAP Reading Fluency Kindergarten, Acadience Reading K-4 2. Firefly Benchmarks Grades 3-4 3. MOY Benchmark assessments: MAP Growth for ELA and Math, MAP Reading Fluency Kindergarten, Acadience Reading K-4 4. EOY Benchmark assessments: MAP Growth for ELA and Math, MAP Reading Fluency Kindergarten, Acadience Reading K-4 5. Acadience Reading Progress Monitoring K-4 6. MAP Reading Fluency Progress Monitoring Kindergarten 7. District Writing Benchmarks and Collaborative Scoring 8. Data protocol/data meetings 9. Common assessment scoring		
Evidence of Learning		
meeting agendas; data analysis; flexible small group instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Angel Ghastin, Director of Curriculum; Joanna Fiscus, IST; Jeanene Stark, IST; Sue Dahlstrand, IST	2026-09-28	2027-06-08

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Embedded throughout the year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
David J. Koma	2026-08-12
Building Principal Signature	Date
Shannon Holley	2026-08-12
School Improvement Facilitator Signature	Date