

Wyoming Area Kindergarten Ctr

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Wyoming Area Kindergarten Ctr		118409203
Address 1		
50 Penn Ave		
Address 2		
City	State	Zip Code
Exeter	PA	18643
Chief School Administrator		Chief School Administrator Email
Dr Jon W Pollard		jpollard@wyomingarea.org
Principal Name		
Stephanie Anuszewski		
Principal Email		
sanuszewski@wyomingarea.org		
Principal Phone Number		Principal Extension
570-655-2146		3311
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Pacchioni	District Level Leaders	Wyoming Area School District	dpacchioni@wyomingarea.org
Stephanie Anuszewski	Principal	Wyoming Area School District	sanuszewski@wyomingarea.org
Carolyn Flickinger	Education Specialist	Reading Specialist	cflickinger@wyomingarea.org
Carol Tabit	Education Specialist	Reading Specialist	ctabit@wyomingarea.org
Jennifer Judge	Education Specialist	Reading Specialist	jjudge@wyomingarea.org
Judy Cefalo	Education Specialist	Reading Specialist	jucefalo@yomingarea.org
Kirby Kunkle	Board Member	WASD Board Member	KKunkle@woyomingarea.org
Jon Pollard	Chief School Administrator	Superintendent	jpollard@wyomingarea.org

Vision for Learning

Vision for Learning

Our Schoolwide Vision for Learning includes Increasing Parent and Family Engagement support to increased Student Attendance; Increasing Teacher knowledge and support on Structured Literacy to increase Dibels Benchmark scores; Increasing teacher knowledge and support on using MTSS to increase IXL Reading and Math Diagnostic scores, while providing personalized, blended, learning environments.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Proficient or Advanced in Mathematics/Algebra

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

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

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

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

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

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

All Student Group 74.5% for Regular Attendance for the 2023-24 School Year. Statewide Average was 79.6%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	White Regular Attendance is 78.3% (23-24), which is above the previous years data of 57.7% (22-23)

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	63.3% Regular Attendance. Still below the Statewide Average of 79.6%.
Students with Disabilities	73.3% Regular Attendance. Still below the Statewide Average of 79.6%.
Combined Ethnicity	73.3% Regular Attendance. Still below the Statewide Average of 79.6%.

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.

White Regular Attendance is 78.3% (23-24), which is above the previous years data of 57.7% (22-23)
The Regular Attendance percentage (2023-24) for the All Student Group, White, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity have increased from the previous years data (2022-23).

Challenges

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

All Student Group 74.5% for Regular Attendance for the 2023-24 School Year. Statewide Average was 79.6%.
73.3% Regular Attendance. Still below the Statewide Average of 79.6%.
63.3% Regular Attendance. Still below the Statewide Average of 79.6%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IXL LevelUp ELA Benchmark Data	BOY: 44% On or Above Grade Level MOY: 65% On or Above Grade Level (+21%)
Dibels 8th Edition Universal Screening:	BOY: 35% MOY: 63% (+28%) EOY: 83% (+20%)
LinkIt ELA Diagnostic	Benchmark A: 70% Benchmark B: 74% Benchmark C: 74%

English Language Arts Summary

Strengths

Dibels 8th Edition end-of-year scores exceeded the 80% of core^ and core^ support mark for the 2025-26 school year. (Increased score by 48% over the course of the school year)

Challenges

There was no end of the year data for the IXL LevelUp Diagnostic for ELA.

There was no increase in overall percentage from LinkIt ELA Benchmark B to Benchmark C. The overall percentage for the two benchmarks was 74%.

Mathematics

Data	Comments/Notable Observations
IXL Math Diagnostic:	BOY: 84% On or Above Grade Level MOY: 86% On or Above Grade Level
LinkIt Math Benchmark	Benchmark A: 66% Benchmark B: 75% (+9%) Benchmark C: 76% (+1%)

Mathematics Summary

Strengths

The LinkIt Math Benchmark Scores overall went up 10% over course of the 2024-25 school year.

Challenges

There was no end of the year data for the IXL LevelUp Diagnostic for Math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Overgrad	Each Kindergarten students submits two career artifacts.

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.

Kindergarten students have multiple opportunities throughout the school year to explore and discuss various career fields. These experiences help students begin to understand how individual interests, skills, and education can connect to future career possibilities while fostering curiosity about the world of work.

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.

Finding ways to create more opportunities for students to see what kind of job-embedded career fields are in the real world

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.

As a Title I School-Wide school, all of these groups are considered when making decisions on programming within the school.

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.

None

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	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

>

During the 2025–2026 school year, the Kindergarten Center initiated regular data team meetings to analyze student achievement and growth data from the DIBELS 8th Edition Benchmark Assessments and Linkit! Benchmark Assessments. These collaborative meetings provided teachers and administrators with opportunities to review student performance, identify strengths and areas of need, monitor progress toward academic goals, and make informed instructional decisions based on data.

The data team process also supported discussions regarding intervention needs, differentiated instruction, and strategies to improve student outcomes. Building on the success of this initiative, the Kindergarten Center will continue implementing data team meetings throughout the 2026–2027 school year

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?

>

During the 2025–2026 school year, the Wonders 2023 Reading Series was implemented across grade levels to support literacy instruction. Throughout the year, teachers worked to integrate the UFLI Phonics Program with the Wonders curriculum; however, educators identified challenges in aligning the scope and sequence of the two programs. The lack of seamless integration created gaps in instructional pacing and required teachers to make ongoing adjustments to ensure that students received systematic and explicit phonics instruction while also meeting the expectations of the reading curriculum.

Based on teacher feedback, classroom observations, and student performance data, educators recognized the need for stronger alignment between the Wonders Reading Series and the UFLI Phonics Program. During the 2026–2027 school year, teachers will collaborate to refine curriculum mapping, adjust instructional pacing, and identify supplemental resources to address areas of need.

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
White Regular Attendance is 78.3% (23-24), which is above the previous years data of 57.7% (22-23)	False
The Regular Attendance percentage (2023-24) for the All Student Group, White, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity have increased from the previous years data (2022-23).	False
Dibels 8th Edition end-of-year scores exceeded the 80% of core^ and core^ support mark for the 2025-26 school year. (Increased score by 48% over the course of the school year)	True
The LinkIt Math Benchmark Scores overall went up 10% over course of the 2024-25 school year.	False
Kindergarten students have multiple opportunities throughout the school year to explore and discuss various career fields. These experiences help students begin to understand how individual interests, skills, and education can connect to future career possibilities while fostering curiosity about the world of work.	False
As a Title I School-Wide school, all of these groups are considered when making decisions on programming within the school.	False
During the 2025–2026 school year, the Kindergarten Center initiated regular data team meetings to analyze student achievement and growth data from the DIBELS 8th Edition Benchmark Assessments and LinkIt! Benchmark Assessments. These collaborative meetings provided teachers and administrators with opportunities to review student performance, identify strengths and areas of need, monitor progress toward academic goals, and make informed instructional decisions based on data.	True
The data team process also supported discussions regarding intervention needs, differentiated instruction, and strategies to improve student outcomes. Building on the success of this initiative, the Kindergarten Center will continue implementing data team meetings throughout the 2026–2027 school year	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
All Student Group 74.5% for Regular Attendance for the 2023-24 School Year. Statewide Average was 79.6%.	True
73.3% Regular Attendance. Still below the Statewide Average of 79.6%.	False
63.3% Regular Attendance. Still below the Statewide Average of 79.6%.	False
There was no end of the year data for the IXL LevelUp Diagnostic for Math.	False
There was no end of the year data for the IXL LevelUp Diagnostic for ELA.	False
Finding ways to create more opportunities for students to see what kind of job-embedded career fields are in the real world	False
None	False

During the 2025–2026 school year, the Wonders 2023 Reading Series was implemented across grade levels to support literacy instruction. Throughout the year, teachers worked to integrate the UFLI Phonics Program with the Wonders curriculum; however, educators identified challenges in aligning the scope and sequence of the two programs. The lack of seamless integration created gaps in instructional pacing and required teachers to make ongoing adjustments to ensure that students received systematic and explicit phonics instruction while also meeting the expectations of the reading curriculum.	False
Based on teacher feedback, classroom observations, and student performance data, educators recognized the need for stronger alignment between the Wonders Reading Series and the UFLI Phonics Program. During the 2026–2027 school year, teachers will collaborate to refine curriculum mapping, adjust instructional pacing, and identify supplemental resources to address areas of need.	False
There was no increase in overall percentage from LinkIt ELA Benchmark B to Benchmark C. The overall percentage for the two benchmarks was 74%.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Group 74.5% for Regular Attendance for the 2023-24 School Year. Statewide Average was 79.6%.	Attendance will be consistently monitored through ongoing review of student attendance data, with a strong focus on early identification and intervention for students exhibiting attendance concerns. Family engagement will remain a key component of the attendance improvement process, with regular communication and collaboration aimed at promoting the importance of consistent school attendance and addressing barriers that may impact student participation. With the implementation of the new Student Information System, Infinite Campus, during the 2026–2027 school year, the district anticipates a more streamlined and efficient process for tracking and monitoring student attendance. The enhanced system will provide improved accuracy in attendance reporting, facilitate timely communication with families, and support compliance with state and district attendance requirements. In addition, Infinite Campus will allow staff to more effectively analyze attendance data, identify patterns of absenteeism, and implement early interventions to support students and families. These improvements are expected to strengthen attendance management practices and contribute to increased student engagement and academic success.	True
There was no increase in overall percentage from LinkIt ELA Benchmark B to Benchmark C. The overall percentage for the two benchmarks was 74%.	By fostering a culture of continuous improvement and data-driven decision-making, the team supports the development of targeted instructional plans designed to meet the diverse needs of students. Moving forward, the data team will continue to refine its processes and utilize multiple sources of data to guide instructional practices, strengthen curriculum implementation, and improve student outcomes.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Dibels 8th Edition end-of-year scores exceeded the 80% of core^ and core^ support mark for the 2025-26 school year. (Increased score by 48% over the course of the school year)	
During the 2025–2026 school year, the Kindergarten Center initiated regular data team meetings to analyze student achievement and growth data from the DIBELS 8th Edition Benchmark Assessments and LinkIt! Benchmark Assessments. These collaborative meetings provided teachers and administrators with opportunities to review student performance, identify strengths and areas of need, monitor progress toward academic goals, and make informed instructional decisions based on data.	
The data team process also supported discussions regarding intervention needs, differentiated instruction, and strategies to improve student outcomes. Building on the success of this initiative, the Kindergarten Center will continue implementing data team meetings throughout the 2026–2027 school year	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	To improve regular student attendance from the previous year.
	To improve overall student performance on the LinkIt! Benchmark Assessments by demonstrating measurable growth from the beginning-of-year (BOY) benchmark to the middle-of-year (MOY) and end-of-year (EOY) benchmarks.

Goal Setting

Priority: To improve regular student attendance from the previous year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Improve overall attendance through the end of the 2026-27 school year. Student Regular Attendance increase from 57.7% (2022-23) to 74.5% (2023-24).			
Measurable Goal Nickname (35 Character Max)			
Kindergarten Attendance Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Hold a meeting with students, parents, and families that includes a presentation on the importance of consistent student attendance and its impact on academic success.	Monitor student attendance on a weekly basis, send attendance letters as needed, and schedule SAIP meetings when appropriate to address ongoing concerns.	Conduct weekly reviews of student attendance, continue sending attendance letters, hold SAIP meetings as needed, conduct truancy hearings when required, and consistently monitor student progress.	By the end of the fourth marking period, improve overall student attendance throughout the 2026-27 school year from the previous school year (2025-26).

Priority: To improve overall student performance on the LinkIt! Benchmark Assessments by demonstrating measurable growth from the beginning-of-year (BOY) benchmark to the middle-of-year (MOY) and end-of-year (EOY) benchmarks.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Improve overall student performance on the LinkIt! ELA Benchmark Assessments throughout the 2026–2027 school year. Students will demonstrate continuous academic growth as evidenced by increased performance from the (BOY) benchmark to the (MOY) and (EOY) benchmarks.			
Measurable Goal Nickname (35 Character Max)			
Kindergarten LinkIt ELA Benchmark			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer LinkIt ELA Benchmark A	Convene as a data team to analyze results and develop a targeted action plan to improve performance on the next assessment.	Administer LinkIt ELA Benchmark B. Goal is to have 5% increase in overall performance from Benchmark A.	Administer LinkIt Benchmark C. Goal is to increase an additional 5% in the overall performance from Benchmark B.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase the overall percentage of students that score core support or core^ support on Dibels 8th Edition Universal Screener to 79% through the 2025-26 school year.			
Measurable Goal Nickname (35 Character Max)			
Kindergarten Dibels Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Administer beginning of the year Dibels 8th Edition Benchmark	Convene as a data team to analyze results and develop a targeted action plan to improve performance on the next assessment.	Administer Mid-Year Dibels 8th Edition Benchmark. Goal is to have a 10% increase in overall performance from the BOY.	Administer the end-year Dibels 8th Edition Benchmark. Goal is to achieve an overall percentage of students that score Core Support or Core^ Support to 79% by the EOY Benchmark.
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Action Plan

Measurable Goals

Kindergarten Attendance Goal	Kindergarten LinkIt ELA Benchmark
Kindergarten Dibels Goal	

Action Plan For: Coordinated Evidence-Based Student Supports for Learning

Measurable Goals:
Improve overall attendance through the end of the 2026-27 school year. Student Regular Attendance increase from 57.7% (2022-23) to 74.5% (2023-24).

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and implement a comprehensive, coordinated, multi-tiered system of supports designed to ensure that all students have equitable access to learning opportunities, are actively engaged in the school environment, and make meaningful academic, behavioral, and social-emotional progress. Through the use of data-driven decision-making, targeted interventions, and ongoing progress monitoring, staff will identify and address individual student needs while providing appropriate levels of support.		2026-08-25	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principals, Teachers, Guidance Counselors, Social Workers, Special Education Director, Board Certified Behavior Analyst.	1. MTSS Framework a. Child Study Team b. Social Worker(s) c. Positive Behavior instructional resources (BCBA) 2. Training in Trauma Informed Practices/Behavioral Health Strategies 3. Community partners and related services.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated outcomes include increased student academic engagement, improved student perceptions of their overall school experience, a reduction in disciplinary referrals, and improved student attendance. Collectively, these outcomes reflect a stronger school climate, enhanced student connectedness, and improved conditions for academic and social-emotional success.	Principals will conduct classroom observations (walkthroughs) on a quarterly, semesterly, or yearly basis, as appropriate. They will also review student attendance and discipline referral data on a weekly or bi-weekly schedule to monitor trends and inform decision-making.

Action Plan For: Elevation of Student Achievement in English Language Arts

Measurable Goals:
Improve overall student performance on the LinkIt! ELA Benchmark Assessments throughout the 2026–2027 school year. Students will demonstrate continuous academic growth as evidenced by increased performance from the (BOY) benchmark to the (MOY) and (EOY) benchmarks.

Action Step		Anticipated Start Date	Anticipated Completion Date
To improve overall LinkIt Benchmark results data teams will continue to review, analyze, and interpret student achievement and growth data to inform curriculum and instructional decision-making. Through these regular collaborative meetings, team members will examine assessment results, identify trends and areas of need, monitor student progress, and evaluate the effectiveness of instructional practices. The data team will use this information to make informed decisions regarding curriculum alignment, intervention strategies, resource allocation, and professional learning opportunities.		2026-08-25	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal, Teachers, Staff, IU 18 Consultant	Key resources and Support needs include the Wonders 2023 Reading Series and the UFLI Phonics Program to support structured literacy instruction. The school will also utilize the LinkIt data warehousing system to collect, analyze, and apply student assessment data to inform instructional decision-making. Technology resources, including Chromebooks and the IXL learning platform, will be used to enhance student engagement, provide individualized practice, and support differentiated instruction.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To increase overall achievement from the LinkIt ELA Benchmark A to ELA Benchmark C.	Data Team, Teachers, Administrators. Benchmark is taken three times per year. Access to IXL personalized skills plans and alignment with the Wonders Reading Series.

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	- Coordinated Evidence-Based Student Supports for Learning - Elevation of Student Achievement in English Language Arts	Title I Reading Specialist/Behavioral Health Consultant Analyst	180000	
Other Expenditures	- Coordinated Evidence-Based Student Supports for Learning - Elevation of Student Achievement in English Language Arts	Resources/Materials	7665	
Total Expenditures				187665

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Coordinated Evidence-Based Student Supports for Learning	Develop and implement a comprehensive, coordinated, multi-tiered system of supports designed to ensure that all students have equitable access to learning opportunities, are actively engaged in the school environment, and make meaningful academic, behavioral, and social-emotional progress. Through the use of data-driven decision-making, targeted interventions, and ongoing progress monitoring, staff will identify and address individual student needs while providing appropriate levels of support.

Trauma Informed Care Training

Action Step		
Develop and implement a comprehensive, coordinated, multi-tiered system of supports designed to ensure that all students have equitable access to learning opportunities, are actively engaged in the school environment, and make meaningful academic, behavioral, and social-emotional progress. Through the use of data-driven decision-making, targeted interventions, and ongoing progress monitoring, staff will identify and address individual student needs while providing appropriate levels of support.		
Audience		
All Faculty, Staff, and Administration		
Topics to be Included		
Trauma Informed Approaches; Recognizing signs of trauma, creating trauma-sensitive learning environments, building positive relationships, classroom strategies to support students, working with school support teams, etc.		
Evidence of Learning		
Educators will be able to reflect on personal practices and identifying one or two areas for professional growth related to trauma-informed instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU18 consultant or other presenters	2026-08-17	2027-06-02

Learning Format

Type of Activities	Frequency
Inservice day	At least one 1-hour training will be provided to district faculty, staff, and administration. Other group/individual trainings will occur on an as need basis.
Observation and Practice Framework Met in this Plan	
2c: Managing Classroom Procedures 2d: Managing Student Behavior 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Approvals & Signatures

Uploaded Files	
Signed BOARD AFFIRMATION BUILDING LEVEL PLANS 2026-27.docx	

Chief School Administrator	Date
Jon William Pollard	2026-08-28
Building Principal Signature	Date
Stephanie Anuszewski	2026-08-28
School Improvement Facilitator Signature	Date