

Frazier El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Frazier El Sch		101262903
Address 1		
142 Constitution St		
Address 2		
City	State	Zip Code
Perryopolis	PA	15473
Chief School Administrator		Chief School Administrator Email
Mr Michael V Turek		mturek@fraziersd.org
Principal Name		
Anne Stillwagon		
Principal Email		
astillwagon@fraziersd.org		
Principal Phone Number		Principal Extension
7247369507		108
School Improvement Facilitator Name		School Improvement Facilitator Email
Anne Stillwagon		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Anne Stillwagon	Principal	Frazier Elementary School	astillwagon@fraziersd.org
Michael Turek	Chief School Administrator	Frazier Elementary School	mturek@fraziersd.org
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Ms. Lauren Usher	Parent	Frazier School District	
Dr. Alicia Puskar	Board Member	Frazier School District	alicia.puskar@fraziersd.org
Mrs. Melissa Patitucci	Board Member	Frazier School District	melissa.patitucci@fraziersd.org

Vision for Learning

Vision for Learning

Vision Statement The Frazier School District is committed to providing students with an academically rigorous curriculum while developing deeper learning competencies in all students. Frazier sets high expectations in support of students' efforts to strive to achieve academically and in the acquisition of the skills necessary for life success.

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

43.4% of students are advanced or proficient in the area of ELA.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	12.5% of students with disabilities decreased in performance from the previous year and did not meet the statewide Goal/Interim target.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	33.3 % of students in the economically disadvantaged subgroup group decreased in Performance from the previous year and did not meet the statewide Goal/Interim target.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

37.9% of students in all student groups are Proficient/Advanced in the area of mathematics.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	39.4 % of student in the subgroup of white increased in performance from the previous year but are still not meeting the statewide Goal/Interim target.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	29.4% of students in the subgroup of economically disadvantaged had a decrease in their scores from the previous year and did not meet the statewide average in the area of Mathematics.

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

The 2025 PVAAS data for grade 4 indicates there is evidence that the school met the growth standard for ELA.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	According to the PA future ready index, 94.6% of our population is white therefore the scores in grade 4 are fairly representative of this subgroup.

Challenges

ESSA Student Subgroups	Indicator
White	The 2025 PVAAS data for grade 5 indicates there is moderate evidence that the school did not meet the growth standard in the area of ELA. According to the PA future ready index, 94.6% of our population is white therefore the scores in grade 5 are fairly representative of this subgroup.

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

The 2025 PVAAS data for grade 4 indicates there is moderate evidence that the school did not meet the growth standard in the area of mathematics.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	According to the PA future ready index, 94.6% of our population is white therefore the scores in grade 4 are fairly representative of this subgroup.

Challenges

ESSA Student Subgroups	Indicator
White	According to the PA future ready index, 94.6% of our population is white therefore the scores in grade 5 are fairly representative of this subgroup. Grade 5 performed well below in the area of mathematics.

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

According to the Future Ready PA Index 65.1% of students are not chronically absent. This is 4.5% less than the statewide average.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	The combined ethnicity subgroup indicates 54.2% of students increased their performance from the previous year but did not meet the statewide goal/interim target.

Challenges

ESSA Student Subgroups	Indicator
White	65.7% of students in the white subgroup had a decrease in performance in this area as compared to last year.

Career Standards Benchmark

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

Comments/Notable Observations

According to the PA Future Ready Index 98.7% of students meet the career standards benchmark. This is 7.2% above the statewide average.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	100% of the students in the economically disadvantaged subgroup increased their performance in this area and met or exceeded the statewide goal.

Challenges

ESSA Student Subgroups	Indicator
White	1.4% of the students in the white subgroup did not increase their performance score from last year.

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.

43.4% of students are advanced or proficient in the area of ELA. A focus in the elementary has been to build foundational skills in ELA through improvements in programing by adding supplemental programs in grades K-5. We need to continue to provide this foundational programming based on screening data.
The 2025 PVAAS data for grade 4 indicates there is evidence that the school met the growth standard for ELA.
The 2025 PVAAS data for grade 4 indicates there is moderate evidence that the school did not meet the growth standard in the area of mathematics.
37.9% of students in all student groups are Proficient/Advanced in the area of mathematics.

Challenges

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

56.6 % of students in all student groups are basic or below in the area of language arts.
62.1% of students in all student groups are basic or below basic in the are of Mathematics.
The 2025 PVAAS data for grade 5 indicates there is moderate evidence that the school did not meet the growth standard in the area of ELA.
The 2025 PVAAS data for grade 5 indicates there is significant evidence that the school did not meet the growth standard in the area of mathematics.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	Notable growth in composite scores can be observed when comparing benchmark scores for BOY, MOY and EOY in Kindergarten through grade 5.

English Language Arts Summary

Strengths

We are continuing to make improvements to our supplemental programming now that all grade levels have been phased in. These improvements include improving our fidelity of the programming that supports foundational skills at all grade levels through our RTII

Challenges

Continued efforts to improve academic achievement in English Language Arts through consistency in programming would impact our progress in achieving our goals.

We need to continue our efforts to improve academic achievement in English Language Arts through providing interventions in grades K-5. Improving our programming in all grades would impact our progress and move us toward achieving our targets

Mathematics

Data	Comments/Notable Observations
DIBELS Math	Growth will be measured using the composite scores for DIBELS Math by comparing benchmark scores for BOY, MOY and EOY in kindergarten through grade 5.

Mathematics Summary

Strengths

Providing a consistent approach for mathematics interventions beginning at the start of the school year implementing a supplemental math intervention program.

Challenges

Continued efforts to improve academic achievement in mathematics through improving our consistency in our supplemental mathematics intervention programming would impact our progress in achieving targets.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	PSSA data will be used to determine effectiveness of our Science programming.

Science, Technology, and Engineering Education Summary

Strengths

Prior to 2025, the growth measure for grade 4 Science indicates significant evidence that our school has exceeded the standard for PA Academic Growth for the last three years.

Challenges

Future progress is to maintain efforts to support Science in grade 5. This includes the addition of a new Science curriculum.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	In the all student groups measure for the Career Standards benchmark, 98.7% of students have met the targets for this standard.

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.

We currently have 98.7% of our students meeting the benchmark for our Career Standards Benchmark.
We have opportunities for students to expand their knowledge of various career paths in grades 2-5.

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.

We need to continue to meet or exceed our progress toward the Career Standards Benchmarks.
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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

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

Data	Comments/Notable Observations
The Future Ready PA Index indicates 33.3% of students were proficient or advanced in English/Language Arts in the economically disadvantaged subgroup.	We operate a schoolwide Title 1 program. All students receive Title 1 services in our RTI Model.
The Future Ready PA Index indicates 29.4% of students were proficient or advanced in Mathematics/Algebra 1 in the economically disadvantaged subgroup.	We operate a schoolwide Title 1 program and have incorporated a math intervention program for grades K-5. The math intervention program will be implemented at the beginning of the year by classroom teachers.

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.

Frazier Elementary has been focusing on improving foundational skills in ELA through improvements in programming in the spanning grades K-5.
Frazier Elementary has been focusing on improving foundational skills in Mathematics through curriculum improvements and intervention programs in grades K-5.

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.

We need to continue our development for math intervention efforts.
We need to further develop the fidelity of our supplemental reading programs and interventions.

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	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	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	Operational
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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	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	Operational

Summary

Strengths

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

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We use a systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
We use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
A strength is that we identify and address individual student learning needs.

A strength is that we foster a culture of high expectations for success for all students, educators, families, and community members.

A strength is that we collectively shape the vision for continuous improvement of teaching and learning

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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A need is to Implement an evidence based system of schoolwide positive behavior interventions and supports
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A need is to improve our multi-tiered system of support for academics and behavior.

A need is to use multiple professional learning designs to support the learning needs of staff.

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
43.4% of students are advanced or proficient in the area of ELA. A focus in the elementary has been to build foundational skills in ELA through improvements in programming by adding supplemental programs in grades K-5. We need to continue to provide this foundational programming based on screening data.	True
The 2025 PVAAS data for grade 4 indicates there is evidence that the school met the growth standard for ELA.	True
The 2025 PVAAS data for grade 4 indicates there is moderate evidence that the school did not meet the growth standard in the area of mathematics.	False
37.9% of students in all student groups are Proficient/Advanced in the area of mathematics.	False
According to the PA Future Ready Index 98.7% of students meet the career standards benchmark. this is 7.2% above the statewide average.	False
We use a systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
We use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
We are continuing to make improvements to our supplemental programming now that all grade levels have been phased in. These improvements include improving our fidelity of the programming that supports foundational skills at all grade levels through our RTII	True
Providing a consistent approach for mathematics interventions beginning at the start of the school year implementing a supplemental math intervention program.	True
Prior to 2025, the growth measure for grade 4 Science indicates significant evidence that our school has exceeded the standard for PA Academic Growth for the last three years.	False
We currently have 98.7% of our students meeting the benchmark for our Career Standards Benchmark.	True
We have opportunities for students to expand their knowledge of various career paths in grades 2-5.	False
The 2025 PVAAS data for grade 4 indicates there is moderate evidence that the school did not meet the growth standard in the area of mathematics.	False
Frazier Elementary has been focusing on improving foundational skills in ELA through improvements in programming in the spanning grades K-5.	False
Frazier Elementary has been focusing on improving foundational skills in Mathematics through curriculum improvements and intervention programs in grades K-5.	False
A strength is that we identify and address individual student learning needs.	False
A strength is that we foster a culture of high expectations for success for all students, educators, families, and community members.	False
A strength is that we collectively shape the vision for continuous improvement of teaching and learning	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
56.6 % of students in all student groups are basic or below in the area of language arts.	True
62.1% of students in all student groups are basic or below basic in the are of Mathematics.	True
The 2025 PVAAS data for grade 5 indicates there is moderate evidence that the school did not meet the growth standard in the area of ELA.	False
The 2025 PVAAS data for grade 5 indicates there is significant evidence that the school did not meet the growth standard in the area of mathematics.	False
The academic growth score for all student group was 64.0 which is 11.4 below the statewide growth score.	False
A need is to Implement an evidence based system of schoolwide positive behavior interventions and supports	False
According the to Future Ready PA Index 65.1% of students are not chronically absent. This is 4.5% less than the statewide average.	False
43.4% of students are advanced or proficient in the area of ELA.	False
37.9% of students in all student groups are Proficient/Advanced in the area of mathematics.	False
The 2025 PVAAS data for grade 4 indicates there is moderate evidence that the school did not meet the growth standard in the area of mathematics.	False
Continued efforts to improve academic achievement in English Language Arts through consistency in programing would impact our progress in achieving our goals.	True
We need to continue our efforts to improve academic achievement in English Language Arts through providing interventions in grades K-5. Improving our programming in all grades would impact our progress and move us toward achieving our targets	False
Continued efforts to improve academic achievement in mathematics through improving our consistency in our supplemental mathematics intervention programming would impact our progress in achieving targets.	True
Future progress is to maintain efforts to support Science in grade 5. This includes the addition of a new Science curriculum.	False
We need to continue to meet or exceed our progress toward the Career Standards Benchmarks.	False
A need is to improve our multi-tiered system of support for academics and behavior.	False
A need is to use multiple professional learning designs to support the learning needs of staff.	False
We need to continue our development for math intervention efforts.	False
We need to further develop the fidelity of our supplemental reading programs and interventions.	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.

A concentration of improving basic foundational skills in ELA has been a focus over the last few years. This has been accomplished by improving our programming in our RTII model to include evidence based programs and instructional strategies in grades K-5. We have redesigned our delivery of services with supplemental programs and skill grouping in all grades. Additionally, curriculum alignment and professional development have played a key role. As we progress fidelity of the implementation of these programs is a priority with professional development on an as needed basis. We began a math intervention program for students last year. The full implementation of the intervention program with fidelity for mathematics in grades K-5 is a challenge to be addressed in our comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
56.6 % of students in all student groups are basic or below in the area of language arts.		False
62.1% of students in all student groups are basic or below basic in the are of Mathematics.		False
Continued efforts to improve academic achievement in English Language Arts through consistency in programing would impact our progress in achieving our goals.	We need to further develop the fidelity of our supplemental reading programs and interventions.	True
Continued efforts to improve academic achievement in mathematics through improving our consistency in our supplemental mathematics intervention programming would impact our progress in achieving targets.	Continued efforts to improve academic achievement in mathematics through improving our consistency in our supplemental mathematics intervention programming would impact our progress in achieving targets.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
43.4% of students are advanced or proficient in the area of ELA. A focus in the elementary has been to build foundational skills in ELA through improvements in programing by adding supplemental programs in grades K-5. We need to continue to provide this foundational programming based on screening data.	Curriculum alignment and discussions to address areas of weakness have been a focus for our elementary school.
The 2025 PVAAS data for grade 4 indicates there is evidence that the school met the growth standard for ELA.	
We are continuing to make improvements to our supplemental programming now that all grade levels have been phased in. These improvements include improving our fidelity of the programming that supports foundational skills at all grade levels through our RTII	
Providing a consistent approach for mathematics interventions beginning at the start of the school year implementing a supplemental math intervention program.	
We currently have 98.7% of our students meeting the benchmark for our Career Standards Benchmark.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement a ELA intervention programs to supplement our core ELA curriculum then we will be able to increase the foundational reading skills of our students.
	If we implement a mathematics intervention program to supplement our core mathematics curriculum then we will be able to increase the foundational math skills of our students.

Goal Setting

Priority: If we implement a ELA intervention programs to supplement our core ELA curriculum then we will be able to increase the foundational reading skills of our students.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students in the elementary who are receiving reading interventions implemented with fidelity of the programing through our RTII model for intervention across all tiers will increase their composite scores by 10% when comparing measures from the BOY to EOY on their DIBELS reading screeners. Data gathered throughout the year will be used to evaluate the flexibility of programming and further development.			
Measurable Goal Nickname (35 Character Max)			
Foundational Reading Skills			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Screen students for BOY baseline data.	K-5 Staff will implement programming. Fidelity checks will be conducted via self-assessment. Data will be monitored on student progress.	K-5 Staff will implement programming. Fidelity checks will be conducted by principal. Data will be monitored on student progress.	Conduct EOY testing. Staff will compare results from 2025 to determine growth between school years.

Priority: If we implement a mathematics intervention program to supplement our core mathematics curriculum then we will be able to increase the foundational math skills of our students.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students in the elementary who are receiving math interventions implemented with fidelity of the program will increase their composite scores by 10 % when comparing measures from BOY to EOY on their DIBELS Math screeners. This goal continues the work of a math team to determine a plan for mathematics intervention programming for all students in the elementary by the end of the fourth quarter. Results will be based on data obtained through our universal screening tool for BOY, MOY and EOY.			
Measurable Goal Nickname (35 Character Max)			
Foundational Math skills			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Discuss the approach to mathematics interventions with classroom teachers regarding the implementation. Identify the supplemental resource to be used for math tier time. Identify the universal screening tool to be used. Meet with grade level teachers to review data and discuss progress and revisions.	Screen students using a universal screener for BOY data. Meet with the classroom teachers to discuss progress and revisions that may be needed.	Screen students using a universal screener for MOY data. Meet with the classroom teachers to discuss progress and revisions that may be needed.	Obtain EOY screening data. Analyze the data and make necessary changes to our Math Interventions for next year. Meet with the classroom teachers to discuss our progress and make necessary revisions.

Action Plan

Measurable Goals

Foundational Reading Skills	
Foundational Math skills	

Action Plan For: RTI/MTSS model of interventions

Measurable Goals:
Students in the elementary who are receiving reading interventions implemented with fidelity of the programming through our RTII model for intervention across all tiers will increase their composite scores by 10% when comparing measures from the BOY to EOY on their DIBELS reading screeners. Data gathered throughout the year will be used to evaluate the flexibility of programming and further development.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement the Reading Intervention programs with fidelity in all grade levels K-5.		2026-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Anne Stillwagon/Federal Programs Coordinator	Universal Reading screener/DIBELS reading	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Interventions for Reading will be monitored by classroom walkthroughs and discussions with teachers during grade level meetings and data meetings at BOY, MOY and EOY.		2026-09-07	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Anne Stillwagon, Principal	Universal Reading screener/DIBELS reading Reading intervention programs	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated output is to increase our composite reading scores in all grade levels by providing reading intervention programs.	Administration and lead teachers will monitor and evaluate the effectiveness of the plan by reviewing the benchmark scores at the BOY, MOY and EOY and will be noted in the schoolwide plan in this portal.

Action Plan For: RTI/MTSS

Measurable Goals:
Students in the elementary who are receiving math interventions implemented with fidelity of the program will increase their composite scores by 10 % when comparing measures from BOY to EOY on their DIBELS Math screeners. This goal continues the work of a math team to determine a plan for mathematics intervention programming for all students in the elementary by the end of the fourth quarter. Results will be based on data obtained through our universal screening tool for BOY, MOY and EOY.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement the Math Intervention program with fidelity in all grade levels K-5.		2026-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Anne Stillwagon/Federal Programs Coordinator	Universal Math Screener/DIBELS Math	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Interventions for math will be monitored by classroom walkthroughs and discussions with teachers during grade level meetings and data meetings at BOY, MOY and EOY.		2026-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Anne Stillwagon, Principal	Intervention walkthroughs and intervention programs	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated output is to increase our composite math scores in all grade levels by providing a math intervention program that we began last year.	Administration and lead teachers will monitor and evaluate the effectiveness of the plan by reviewing the benchmark scores at the BOY, MOY and EOY and will be noted in the schoolwide plan in this portal.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	RTI/MTSS model of interventions	Salaries	153800	
Instruction	RTI/MTSS model of interventions	Benefits	59690	
Other Expenditures	RTI/MTSS model of interventions	DIBELS Reading and Math	10599	
Total Expenditures				224089

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
RTI/MTSS model of interventions	Implement the Reading Intervention programs with fidelity in all grade levels K-5.

Review of structured literacy

Action Step		
Implement the Reading Intervention programs with fidelity in all grade levels K-5.		
Audience		
Classroom teachers		
Topics to be Included		
Review of structured literacy		
Evidence of Learning		
Fidelity Checks/ Data Meetings		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Anne Stillwagon, Principal	2026-09-28	2027-05-03

Learning Format

Type of Activities	Frequency
Workshop(s)	as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files
Board Affirmation schoolwide plan 2026-2027.pdf

Chief School Administrator	Date
Building Principal Signature	Date
Dr. Anne Stillwagon	2026-08-13
School Improvement Facilitator Signature	Date