

Wyoming Area Primary Ctr

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Wyoming Area Primary Ctr		118409203
Address 1		
55 Tenth Street		
Address 2		
City	State	Zip Code
Wyoming	PA	18644
Chief School Administrator		Chief School Administrator Email
Dr Jon W Pollard		jpollard@wyomingarea.org
Principal Name		
David Pacchioni		
Principal Email		
dpacchioni@wyomingarea.org		
Principal Phone Number		Principal Extension
5706552146		
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
Jon Pollard	Chief School Administrator	Wyoming Area School District	jpollard@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 (Primary Center)	jjudge@wyomingarea.org
Judy Cefalo	Education Specialist	Reading Specialist (Primary Center)	jucefalo@yomingarea.org
Kirby Kunkle	Board Member	School Board	KKunkle@woyomingarea.org

Vision for Learning

Vision for Learning

Our Schoolwide Vision for Learning includes: -Increasing Parent and Family Engagement support to increase Student Attendance -Increasing Teacher knowledge and support of Structured Literacy -To increase Dibels Benchmark scores - Increasing teacher knowledge and support on using Multi-Tiered System of Supports -To increase LinkIt Benchmark and IXL Reading and Math Diagnostic scores (New Program Implementation for the 2025-26 school year) -To increase achievement and growth scores on the PSSAs. -Providing personalized, blended, learning environments.

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

All Student Group Did Not Meet Interim Goal/Improvement Target for ELA: 54.6% of students were Proficient or Advanced. Although, the 54.6% P/A is above the state average of 49.9% P/A.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Student Group Breakdown, all categories went down from the previous school year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	44.9% of students score Proficient or Advanced in this category for ELA
Students with Disabilities	6.1% of students score Proficient or Advanced in this category for ELA

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

All Student Group Did Not Meet Interim Goal/Improvement Target for Math: 50% of students were Proficient or Advanced. Although, the 50.0 P/A is above the state average of 41.7% P/A.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Performance on Mathematics went up from the previous school year.
Economically Disadvantaged	Performance on Mathematics went up from the previous school year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	37.1% of students score Proficient or Advanced in this category for Math.
Students with Disabilities	9.1% of students score Proficient or Advanced in this category for ELA

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
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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

Regular Attendance All Student Group Did Not Meet Performance Standard. 71.6% of students not Chronically Absent.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	74.5% of students in this category were higher than the overall school average of 71.6% for Regular Attendance

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	59.8% of students in this category met the Regular Attendance.

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.

The Proficient/Advanced percentages for both ELA and Math are above the Statewide Average. We still need to improve these scores.
N/A

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 Did Not Meet Interim Goal/Improvement Target for ELA: 54.6% of students were Proficient or Advanced
44.9% of students score Proficient or Advanced in this category for ELA
All Student Group Did Not Meet Interim Goal/Improvement Target for Math: 50% of students were Proficient or Advanced. Although, the 50.0 P/A is above the state average of 41.7% P/A.
37.1% of students score Proficient or Advanced in this category for Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Dibels 8th Edition Benchmark	1st Grade: BOY: 58% MOY: 65% EOY: 77% (+19%) 2nd Grade: BOY: 57% MOY: 62% EOY: 77% (+20%) 3rd Grade: BOY: 55% MOY: 54% EOY: 56% (+1%)
LinkIt Benchmark (ELA)	1st Grade: A: 65 (3rd Quartile) B: 72 (3rd Quartile) C: 75 (2nd Quartile) 2nd Grade: A: 40 (Bubble) B: 42 (Basic) C: 42 (Basic) 3rd Grade: A: 35 (Basic) B: 43 (Basic) C: 54 (Bubble)

English Language Arts Summary

Strengths

Both 1st and 2nd grade have student above 75% core or core^ support on the Dibels 8th Edition
1st Grade went up 10% points from the BOY to the EOY on the LinkIt ELA Benchmark

Challenges

3rd grade students did not meet the 70% core or core^ support threshold on the Dibels 8th Edition.
2nd Grade students showed very minimal growth on the LinkIt ELA Benchmark from the BOY to the EOY.

Mathematics

Data	Comments/Notable Observations
LinkIt Math Benchmark	1st Grade: A: 62 (3rd Quartile) B: 73 (2nd Quartile) C: 77 (2nd Quartile) 2nd Grade: A: 56 (Proficient) B: 62 (Bubble) C: 69 (Bubble) 3rd Grade: A: 31 (Basic) B: 50 (Basic) C: 61 (Basic)

Mathematics Summary

Strengths

1st (+15%), 2nd (+13%), and 3rd grade (+30%) students made significant improvements from the BOY to EOY LinkIt Math Benchmark

Challenges

Although the students made significant improvements in the scores of the LinkIt Math Benchmark, they did not meet the thresholds to be in the 4th Quartile or the Proficient range on the EOY assessment.

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 Software	Each student completes two career artifacts per grade level

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.

Primary Center 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

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

Data	Comments/Notable Observations
ELA PSSA: 6.1% of students were Proficient/Advanced (2024-25)	This is a 21.2% drop from the 2023-24 data
Math PSSA: 9.1% of students were Proficient/Advanced (2024-25)	This is a 6.8% drop from the 2023-24 data
Regular Attendance: 67.8% of students were not chronically absent. (2024-2025)	This is a 4.9% increase from the 2023-24 data

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.

There was an increase is Regular Attendance by the Student with Disability subgroup for the 2024-25 school year. (+4.9%)
A dedicated intervention block (Warrior Time) will be added to the master schedule for the upcoming school year.

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.

Improving state assessment (PSSA) scores in both ELA and Math is a priority for all students, including students with disabilities for the 2025-26 school year.
This will be the second year of implementation of the Wonders 2023 Reading Series.

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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
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?

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Professional Development: Faculty and staff will continue participating in ongoing professional development focused on the Science of Reading, Structured Literacy, MTSS, and effective data team meeting structures. These trainings will continue throughout the 2026–2027 school year and will be supported by IU18 and other educational consultants to strengthen instructional practices and improve student outcomes.

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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With a new principal leading the Primary Center, a key priority for the 2026–2027 school year is strengthening the school's Multi-Tiered System of Supports (MTSS) framework and improving the Child Study Team meeting process. By refining these systems, we aim to provide more effective early intervention and data-driven decision-making to support student success. We anticipate that these improvements will lead to increased student achievement on state assessments while reducing the number of referrals to Child Find through more targeted and timely interventions.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
The Proficient/Advanced percentages for both ELA and Math are above the Statewide Average. We still need to improve these scores.	True
N/A	False
Both 1st and 2nd grade have student above 75% core or core^ support on the Dibels 8th Edition	False
1st Grade went up 10% points from the BOY to the EOY on the LinkIt ELA Benchmark	False
1st +15%), 2nd (+13%), and 3rd grade (+30%) students made significant improvements from the BOY to EOY LinkIt Math Benchmark	False
Primary Center 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
There was an increase in Regular Attendance by the Student with Disability subgroup for the 2024-25 school year. (+4.9%)	False
A dedicated intervention block (Warrior Time) will be added to the master schedule for the upcoming school year.	True
Professional Development: Faculty and staff will continue participating in ongoing professional development focused on the Science of Reading, Structured Literacy, MTSS, and effective data team meeting structures. These trainings will continue throughout the 2026–2027 school year and will be supported by IU18 and other educational consultants to strengthen instructional practices and improve student outcomes.	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
All Student Group Did Not Meet Interim Goal/Improvement Target for ELA: 54.6% of students were Proficient or Advanced	False
44.9% of students score Proficient or Advanced in this category for ELA	False
All Student Group Did Not Meet Interim Goal/Improvement Target for Math: 50% of students were Proficient or Advanced. Although, the 50.0 P/A is above the state average of 41.7% P/A.	False
37.1% of students score Proficient or Advanced in this category for Math.	False
9.1% of students score Proficient or Advanced in this category for ELA	False
Regular Attendance All Student Group Did Not Meet Performance Standard. 71.6% of students not Chronically Absent.	True
3rd grade students did not meet the 70% core or core^ support threshold on the Dibels 8th Edition.	False
2nd Grade students showed very minimal growth on the LinkIt ELA Benchmark from the BOY to the EOY.	False

Although the students made significant improvements in the scores of the LinkIt Math Benchmark, they did not meet the thresholds to be in the 4th Quartile or the Proficient range on the EOY assessment.	False
Finding ways to create more opportunities for students to see what kind of job-embedded career fields are in the real world	False
Improving state assessment (PSSA) scores in both ELA and Math is a priority for all students, including students with disabilities for the 2025-26 school year.	True
This will be the second year of implementation of the Wonders 2023 Reading Series.	False
With a new principal leading the Primary Center, a key priority for the 2026–2027 school year is strengthening the school's Multi-Tiered System of Supports (MTSS) framework and improving the Child Study Team meeting process. By refining these systems, we aim to provide more effective early intervention and data-driven decision-making to support student success. We anticipate that these improvements will lead to increased student achievement on state assessments while reducing the number of referrals to Child Find through more targeted and timely 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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance All Student Group Did Not Meet Performance Standard. 71.6% of students not Chronically Absent.	Contributing factors include limited family awareness of the impact of chronic absenteeism on academic achievement, inconsistent communication between home and school regarding attendance concerns, transportation and health-related barriers, and the need for more proactive, tiered attendance interventions.	True
Improving state assessment (PSSA) scores in both ELA and Math is a priority for all students, including students with disabilities for the 2025-26 school year.	The school is continuing to strengthen its Multi-Tiered System of Supports (MTSS) to ensure students receive timely, targeted interventions based on identified learning needs. Gaps in foundational literacy and numeracy skills, combined with inconsistent progress monitoring and data-driven decision-making, have contributed to lower proficiency rates on state assessments.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The Proficient/Advanced percentages for both ELA and Math are above the Statewide Average. We still need to improve these scores.	
A dedicated intervention block (Warrior Time) will be added to the master schedule for the upcoming school year.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To increase regular student attendance from the previous year.
	To increase overall ELA and Math scores on the PSSA from the previous school year.

Goal Setting

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

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Increase overall student attendance during 2026-27 school year from the previous school year (2025-26).			
Measurable Goal Nickname (35 Character Max)			
PC Attendance			
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, issue attendance notification letters as needed, and schedule Student Attendance Improvement Plan (SAIP) meetings when appropriate to address ongoing attendance concerns and develop strategies to improve student attendance.	Conduct weekly reviews of student attendance data, continue issuing attendance notification letters, schedule Student Attendance Improvement Plan (SAIP) meetings as needed, conduct truancy hearings when required, and consistently monitor student attendance and progress to ensure timely interventions and ongoing support.	By the end of the fourth marking period of the 2026–2027 school year, the school will improve overall student attendance compared to the 2025–2026 school year, as measured by attendance data and a reduction in the percentage of chronically absent students.

Priority: To increase overall ELA and Math scores on the PSSA from the previous school year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase overall Dibels, LinkIt ELA Benchmark, and PSSA ELA scores during 2026-27 school year from the previous school year (2025-26).			
Measurable Goal Nickname (35 Character Max)			
PC ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Get baseline data from the beginning of the year LinkIt ELA Benchmark A and Dibels 8th Edition.	Data team meetings will be held to review LinkIt ELA Benchmark A, Dibels 8th, and previous year PSSA ELA data to see areas of strengths/weaknesses. Use information to make informed decision related to curriculum and instructional strategies/practices.	Increase the percentage of students that perform on grade or above on the LinkIt ELA Benchmark B and the Dibels 8th middle of the year assessment by 5%.	By the administration of the LinkIt ELA Benchmark C assessment, 75% of students will score within the third or fourth quartile of the LinkIt data matrix. Also, increase the Dibels 8th Edition end of year scores to 75%.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Increase overall Math PSSA scores during 2026-27 school year from the previous school year (2025-26).			
Measurable Goal Nickname (35 Character Max)			

PC Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Get baseline data from the beginning of the year LinkIt Math Benchmark A	Data team meetings will be held to review LinkIt Math Benchmark A data and previous year PSSA math data to see areas of strengths/weaknesses. Use information to make informed decision related to curriculum and instructional strategies/practices.	Increase the percentage of students that perform on grade or above on the LinkIt Math Benchmark B middle of the year assessment by 5%.	By the administration of the LinkIt Math Benchmark C assessment, 75% of students will score within the third or fourth quartile of the LinkIt data matrix.

Action Plan

Measurable Goals

PC Attendance	PC ELA
PC Math	

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

Measurable Goals:
Increase overall student attendance during 2026-27 school year from the previous school year (2025-26).

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, SWPB team	1. MTSS Framework a. Child Study Team b. Social Worker(s) c. SWPB Team Members 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 and Mathematics

Measurable Goals:
- Increase overall Dibels, LinkIt ELA Benchmark, and PSSA ELA scores during 2026-27 school year from the previous school year (2025-26). - Increase overall Math PSSA scores during 2026-27 school year from the previous school year (2025-26).

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.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To increase overall achievement from the LinkIt ELA Benchmark A to ELA Benchmark C, and increase PSSA ELA and Math scores.	Data Team, Teachers, Administrators. Data Team meetings will be held quarterly to review student assessment, attendance, and behavior data. LinkIt 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	Elevation of Student Achievement in English Language Arts and Mathematics	Salary and Benefits for Reading Specialists (3)	404996	
Other Expenditures	Elevation of Student Achievement in English Language Arts and Mathematics	Resources and Materials	150000	
Other Expenditures	Coordinated Evidence-Based Student Supports for Learning	Family Engagement	8000	
Total Expenditures				562996

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.
Elevation of Student Achievement in English Language Arts and Mathematics	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.

Structured Literacy

Action Step		
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.		
Audience		
Faculty, Staff, and Administration		
Topics to be Included		
The Structured Literacy training would include the following topics: Explicit rather than implicit teaching Systematic and sequential skill progression Cumulative review of previously learned concepts Diagnostic teaching that adapts based on student performance Frequent opportunities for guided and independent practice		
Evidence of Learning		
Improved LinkIt Benchmark and PSSA results by the end of the 2026-27 school year.		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU 18 Consultant, Administration.	2026-08-24	2027-06-02

Learning Format

Type of Activities	Frequency
Inservice day	3 hours of training over the course of the 2026-27 school year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

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		
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
IU 18 consultant, other presenters, or Administration	2026-08-24	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
David Pacchioni	2026-08-16
School Improvement Facilitator Signature	Date