Sugar Valley Rural CS
Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
Charter School		101833400
Address 1		
236 E Main St		
Address 2		
City	**State**	**Zip Code**
Loganton	PA	17747
Chief School Administrator		**Chief School Administrator Email**
Ms Tracie Kennedy		tkennedy@svrcs.org
Single Point of Contact Name		
Tracie Kennedy		
Single Point of Contact Email		
tkennedy@svrccs.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
5707257822		
Principal Name		
Brian Stugart		
Principal Email		
bstugart@svrcs.org		
Principal Phone Number		**Principal Extension**
5707257822		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Broc Phillips		bphillips@svrcs.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brian Stugart	Administrator	SVRCS	bstugart@svrcs.org
Alicia Lamey	Teacher	SVRCS	alamey@svrcs.org
Darice Fine	Administrator	SVRCS	dfine@svrcs.org
Carrie Nixon	Administrator	SVRCS	cnixon@svrcs.org
Brittany Long	Parent	SVRCS	blong@svrcs.org
Tracie Kennedy	Administrator	SVRCS	tkennedy@svrcs.org
William Deavor III	Administrator	SVRCS	wdeavor@svrcs.org
Broc Phillips	Teacher	SVRCS	bphillips@svrcs.org
Cooper Shade	Student	SVRCS	cshade@svrcs.org
Sonya Downing	Community Member	SVRCS	sdowning@svrcs.org
Sandra Garverick	Board Member	SVRCS	sgarverick@svrcs.org

LEA Profile

The school leaders used an internal needs assessment to identify need. Upon identifying needs, teachers in the areas of need were added to the team. Remaining on the team were community members / parents, technology support, and administrators from various departments.

Mission and Vision

Mission

The mission of the Sugar Valley Rural Charter School is to provide a rural, community-oriented lifelong learning center which both reflects and helps to shape the best of Sugar Valley's social, cultural and educational heritage. Striving for a continued zero dropout rate, high academic achievement, and 100% post-secondary continuing education, SVRCS extends the conventional K-12 classroom teaching/learning boundaries to include varied educational endeavors, employing multiple mediums, settings and locations to model and promote the practice of lifelong learning.

Vision

SVRCS will support high quality education with a program that: • Utilizes innovative approaches to learning. • Strives to exceed measurable performance objectives, including student achievement. • Routinely evaluates school operations. • Operates on a responsible budget. • Employs highly trained, professional staff. • Evidences a high degree of parent satisfaction and community involvement. • Collaborates with a governing board dedicated to policy-making.

Educational Values

Students

A child's academic success is grounded in his/her sense of belonging, safety, and sense of self worth. Students will be engaged in their learning, exert their best efforts to achieve academic success, and post-secondary engagement.

Staff

A child's academic success is grounded in his/her sense of belonging, safety, and sense of self worth. Staff will provide educational opportunities that meet each child where they are as individuals to maximize the potential of each.

Administration

We set high standards for success, and support our staff and students professionally, academically, socially, and emotionally.

Parents

As a rural school community, SVRCS parents will support academic growth, acceptance and diversity, and promote life-long learning within the student population and community.

Community

The SVRCS community will support academic growth, acceptance and diversity, and promote life-long learning within the student population and community. The community will also establish partnerships with SVRCS to provide opportunities for career engagement, athletics, leadership, and other extracurricular activities.

Other (Optional)

Omit selected.

Future Ready PA Index

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

True K	**True** 1	**True** 2	**True** 3	**True** 4	**True** 5	**True** 6
True 7	**True** 8	**True** 9	**True** 10	**True** 11	**True** 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark	100% School Score vs. 91.4% Statewide Average & 98% Statewide Performance Standard
Graduation Rates	4- Year Cohort: 94.4% Percent Graduation (SV) vs. 87.6% Statewide Average & 92.4% Statewide 2030 Goal.

Challenges

Indicator	Comments/Notable Observations
Achievement: ELA/Literature, Mathematics/Algebra state assessment scores	ELA/Literature: 34.1% Percent Proficient or Advanced vs. 53.9% Statewide Average & 81.1% Statewide 2030 Goal Mathematics/Algebra: 20.0% Percent Proficient or Advanced vs. 40.2% Statewide Average & 71.8% Statewide 2030 Goal.
Industry-Based Learning	23.3% Percent Industry-Based Learning vs. 39.2% Statewide Performance Standard & 30.7% Statewide Performance Standard
Mathematics/Algebra Growth	53.3 School Growth Score vs. 74.9 Statewide Average Growth Score & 70.0 Statewide Growth Standard

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator Career Standards Benchmark **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** White - 100% Economically Disadvantaged - 100% Students with Disabilities - 100%
Indicator Graduation Rates **ESSA Student Subgroups**	**Comments/Notable Observations** White - 94.1%

White	

Challenges

Indicator Achievement: ELA/Literature, Mathematics/Algebra state assessment scores **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** ELA/Literature: White - 33.5% Economically Disadvantaged - 27.7% Students with Disabilities - 21.6% Mathematics/Algebra: White - 20.6% Economically Disadvantaged - 17.0% Students with Disabilities - 14.8%
Indicator Industry-Based Learning **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** White - 24.1%
Indicator Mathematics/Algebra Growth **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** White - 54.2% Economically Disadvantaged - 51.6% Students with Disabilities - 68.5%

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

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

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Career Standards Benchmark

Graduation Rates

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Achievement: ELA/Literature, Mathematics/Algebra state assessment scores
Industry-Based Learning
Mathematics/Algebra Growth

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Percent Proficient or Advanced on PSSA ELA/Keystone Lit: 34.1% vs. 53.9% Statewide Average & 81.1% Statewide 2030 Goal	Negative: Students w/ Disabilities subgroup - 21.6% Proficient or Advanced
Meeting Annual Academic Growth Expectations (PVAAS): ELA/Lit: Academic Score: 65.0 vs. 75.4 Statewide Average Growth Score & 70.0 Statewide Growth Standard	Positive: White Subgroup - 66.2% - above school average Students w/ Disabilities Subgroup - 74.0% - above school average
3.1% Advanced on State Assessments in ELA/Lit vs. 12.4 Statewide Average	Neutral: 3.2% White student subgroup 2.8% Econ. Disadvantaged subgroup Positive: 4.5% Students w/ Disabilities subgroup

English Language Arts Summary

Strengths

Meeting Annual Academic Growth Expectations (PVAAS): ELA/Lit: White Subgroup - 66.2% - above school average Students w/ Disabilities Subgroup - 74.0% - above school average

Challenges

Percent Proficient or Advanced on PSSA ELA/Keystone Lit: 19.8% below statewide average: Achievement is not meeting statewide proficiency average.

Mathematics

Data	Comments/Notable Observations
Math/Algebra Proficient or Advanced on Pennsylvania State Assessments: 20.0% Percent Proficient or Advanced vs. 40.2% Statewide Average & 71.8% Statewide 2030 Goal	Negative: 20.2% below statewide average. White (20.6%), Econ. Dis. (17.0%), and Students with Disabilities (14.8%) are all below schoolwide average.
Math/Algebra: Meeting Annual Academic Growth Expectations (PVAAS): 53.3 Academic Growth Score vs. 74.9 Statewide Average Growth Score & 70.0 Statewide Growth Standard	Negative: 16.7 away from statewide growth standard. Positive: 68.5 Students w/ Disabilities Subgroup
Math/Algebra Percent Advanced on State Assessments: 3.1% Percent Advanced vs. 15.0% Statewide Average	Positive: 4.3% Econ. Dis. subgroup, 4.5% Students with Disabilities subgroup

Mathematics Summary

Strengths

Economically Disadvantaged and Students with Disabilities subgroups outperforming school averages in Math/Algebra Growth and Advanced Scores on State Assessments

Challenges

Schoolwide Growth Measure low (-16.7 from statewide growth standard)
Proficient or Advanced on Pennsylvania State Assessments low (-20.2% from statewide average)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science/Bio Percent Proficient or Advanced on PA State Assessments: 44.9% Percent Proficient or Advanced vs. 59.2% Statewide Average & 83.0% Statewide 2030 Goal	Negative: Schoolwide Percent Proficient or Advanced is 14.3% from meeting Statewide Average. 44.3% White student subgroup. 38.7% Econ. Dis. subgroup 28.9% Stu. w/ Disabilities Subgroup
Science/Bio Meeting Annual Academic Growth Expectations (PVAAS): 67.3 Academic Growth Score vs. 74.7 Statewide Average Growth Score & 70.0 Statewide Growth Standard	Negative: 6.3 below Statewide Growth Standard. White student subgroup (64.7), Econ. Dis. student subgroup (61.3). Positive: Students w/ Disabilities (70.0)
Percent Advanced on Pennsylvania State Assessments: 13.1% Percent Advanced vs. 25.8% Statewide Average	Positive: Highest % Advanced of 3 tested subjects. 13.2% White student subgroup Negative: 8.1% Economically Disadvantaged subgroup. 7.9% Students with Disabilities subgroup.

Science, Technology, and Engineering Education Summary

Strengths

Science/Bio Meeting Annual Academic Growth Expectations (PVAAS): Students w/ Disabilities subgroup (70.0)
Percent Advanced on Pennsylvania State Assessments: Highest % Advanced of 3 tested subjects. 13.2% White student subgroup

Challenges

Science/Bio Percent Proficient or Advanced on PA State Assessments: Schoolwide Percent Proficient or Advanced is 14.3% from meeting Statewide Average
Science/Bio Meeting Annual Academic Growth Expectations (PVAAS): 6.3 below Statewide Growth Standard.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	100% School Score vs. 91.4% Statewide Average & 98% Statewide Performance 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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Commonwealth University of Pennsylvania

Agreement Type

Dual Credit

Program/Course Area

All areas of study

Uploaded Files

Sugar Valley Rural Charter School - Fully Executed.pdf

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.

Career Standards Benchmark is 8.6% above statewide average.
Dual Credit Agreement with Commonwealth University of PA.

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.

No official CTE program despite offering state-recognized certifications.

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 Achievement: 21.6% Proficient or Advanced ELA Growth: 74.0	
Math Achievement: 14.8% Proficient or Advanced Math Growth: 68.5	
Science Achievement: 28.9% Proficient or Advanced Science Growth: 70.0	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA Achievement: 27.7% Proficient or Advanced ELA Growth: 53.2	
Math Achievement: 17.0% Proficient or Advanced Math Growth: 51.6	
Science Achievement: 38.7% Proficient or Advanced Science Growth: 61.3	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	

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.

ELA Growth for Students with Disabilities is 9.0 above (74.0 the overall school Academic Growth Score (65.0)
Students with Disabilities achieved Growth scores (74.0) in excess of statewide growth standard (70.0)
Growth on Science/Biology for Students with Disabilities (70.0) matches Statewide Growth Standard (70.0)

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.

Growth in ELA/Literature is below Statewide Growth Standard, Statewide Average Growth Score
Growth in Math/Algebra is below Statewide Growth Standard, and Statewide Average Growth Score
Growth in Science/Biology is below Statewide Growth Standard, and Statewide Average Growth Score

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

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.

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	Exemplary
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	Operational
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	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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	Operational
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?

Identify and address individual student learning needs - One of our pillars. Small class sizes, co-teachers and paraprofessionals help to achieve this goal.
Identify and address individual student learning needs - Benchmark assessments provide data we actionize to individualize instruction and remediation to target needs of individual students.
Co-operative education - Increasing number of eligible students placed in co-op experiences.
Community involvement in Career Readiness class. Could be leveraged to improve students' professional reading/writing skills.

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?

Partner with local businesses, community organizations, and other agencies to meet the needs of the school - Developing more and more connections to increase career-aligned educational opportunities, but still have work to do before we arrive at our vision of "operational".

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
Career Standards Benchmark	True
Graduation Rates	True
Meeting Annual Academic Growth Expectations (PVAAS): ELA/Lit: White Subgroup - 66.2% - above school average Students w/ Disabilities Subgroup - 74.0% - above school average	False
Economically Disadvantaged and Students with Disabilities subgroups outperforming school averages in Math/Algebra Growth and Advanced Scores on State Assessments	False
Science/Bio Meeting Annual Academic Growth Expectations (PVAAS): Students w/ Disabilities subgroup (70.0)	False
Percent Advanced on Pennsylvania State Assessments: Highest % Advanced of 3 tested subjects. 13.2% White student subgroup	False
Career Standards Benchmark is 8.6% above statewide average.	True
Dual Credit Agreement with Commonwealth University of PA.	True
ELA Growth for Students with Disabilities is 9.0 above (74.0 the overall school Academic Growth Score (65.0)	True
Students with Disabilities achieved Growth scores (74.0) in excess of statewide growth standard (70.0)	True
Growth on Science/Biology for Students with Disabilities (70.0) matches Statewide Growth Standard (70.0)	True
Identify and address individual student learning needs - One of our pillars. Small class sizes, co-teachers and paraprofessionals help to achieve this goal.	True
Identify and address individual student learning needs - Benchmark assessments provide data we actionize to individualize instruction and remediation to target needs of individual students.	True
Co-operative education - Increasing number of eligible students placed in co-op experiences.	True
Community involvement in Career Readiness class. Could be leveraged to improve students' professional reading/writing skills.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter 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
Achievement: ELA/Literature, Mathematics/Algebra state assessment scores	True
Industry-Based Learning	False
Mathematics/Algebra Growth	False

Percent Proficient or Advanced on PSSA ELA/Keystone Lit: 19.8% below statewide average: Achievement is not meeting statewide proficiency average.	False
Schoolwide Growth Measure low (-16.7 from statewide growth standard)	False
Proficient or Advanced on Pennsylvania State Assessments low (-20.2% from statewide average)	False
Science/Bio Percent Proficient or Advanced on PA State Assessments: Schoolwide Percent Proficient or Advanced is 14.3% from meeting Statewide Average	False
Science/Bio Meeting Annual Academic Growth Expectations (PVAAS): 6.3 below Statewide Growth Standard.	False
No official CTE program despite offering state-recognized certifications.	False
Growth in ELA/Literature is below Statewide Growth Standard, Statewide Average Growth Score	True
Growth in Math/Algebra is below Statewide Growth Standard, and Statewide Average Growth Score	True
Growth in Science/Biology is below Statewide Growth Standard, and Statewide Average Growth Score	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school - Developing more and more connections to increase career-aligned educational opportunities, but still have work to do before we arrive at our vision of "operational".	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.

Growth/Achievement in Math, ELA - curriculum coaching, maximizing best practices, best use of co-teachers and paraprofessionals. Career-aligned opportunities - connections between the school, community and work.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Achievement: ELA/Literature, Mathematics/Algebra state assessment scores		True
Growth in ELA/Literature is below Statewide Growth Standard, Statewide Average Growth Score		True
Growth in Math/Algebra is below Statewide Growth Standard, and Statewide Average Growth Score		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Career Standards Benchmark	
Graduation Rates	
Career Standards Benchmark is 8.6% above statewide average.	
Dual Credit Agreement with Commonwealth University of PA.	
ELA Growth for Students with Disabilities is 9.0 above (74.0 the overall school Academic Growth Score (65.0)	
Students with Disabilities achieved Growth scores (74.0) in excess of statewide growth standard (70.0)	
Growth on Science/Biology for Students with Disabilities (70.0) matches Statewide Growth Standard (70.0)	
Identify and address individual student learning needs - One of our pillars. Small class sizes, co-teachers and paraprofessionals help to achieve this goal.	
Identify and address individual student learning needs - Benchmark assessments provide data we actionize to individualize instruction and remediation to target needs of individual students.	
Co-operative education - Increasing number of eligible students placed in co-op experiences.	
Community involvement in Career Readiness class. Could be leveraged to improve students' professional reading/writing skills.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Sporadic gaps in student prerequisite knowledge, assessment and remediation are challenging to address. Using MAP student data and progress monitoring data, teachers can plan to address clusters of need within classes by tiering, and use co-teachers and paraprofessionals to flexibly address these gaps. When foundations are solid, growth and achievement will flourish.
	Sporadic gaps in student prerequisite knowledge, assessment and remediation are challenging to address. Using MAP student data and progress monitoring data, teachers can plan to address clusters of need within classes by tiering, and use co-teachers and paraprofessionals to flexibly address these gaps. When foundations are solid, growth and achievement will flourish. Focus on discrete reading/writing strategies with specific scaffolds and targeted practice have been demonstrated to be a significant benefit to maximizing ELA achievement. Close reading strategies and Text-Dependent Analysis practice align tightly to these strategies.

	Sporadic gaps in student prerequisite knowledge, assessment and remediation are challenging to address. Using MAP student data and progress monitoring data, teachers can plan to address clusters of need within classes by tiering, and use co-teachers and paraprofessionals to flexibly address these gaps. When foundations are solid, growth and achievement will flourish. Inquiry-based methods have been demonstrated to be a significant benefit to maximizing math/algebra growth.

Goal Setting

Priority: Sporadic gaps in student prerequisite knowledge, assessment and remediation are challenging to address. Using MAP student data and progress monitoring data, teachers can plan to address clusters of need within classes by tiering, and use co-teachers and paraprofessionals to flexibly address these gaps. When foundations are solid, growth and achievement will flourish.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028-2029 school year, students receiving Title I services (performing below, or well below benchmark per grade and content area) will exceed term-to-term growth projections given by universal screeners (MAP Testing).		
Measurable Goal Nickname (35 Character Max)		
Accelerated MAP Growth		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2026-2027 school year, at least 70% of students receiving Title I services (performing below, or well below benchmark per grade and content area) will exceed term-to-term growth projections given by universal screeners (MAP Testing).	By the end of the 2027-2028 school year, at least 85% of students receiving Title I services (performing below, or well below benchmark per grade and content area) will exceed term-to-term growth projections given by universal screeners (MAP Testing).	By the end of the 2028-2029 school year, students receiving Title I services (performing below, or well below benchmark per grade and content area) will exceed term-to-term growth projections given by universal screeners (MAP Testing).

Priority: Sporadic gaps in student prerequisite knowledge, assessment and remediation are challenging to address. Using MAP student data and progress monitoring data, teachers can plan to address clusters of need within classes by tiering, and use co-teachers and paraprofessionals to flexibly address these gaps. When foundations are solid, growth and achievement will flourish. Focus on discrete reading/writing strategies with specific scaffolds and targeted practice have been demonstrated to be a significant benefit to maximizing ELA achievement. Close reading strategies and Text-Dependent Analysis practice align tightly to these strategies.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
The percent of students taking PSSA ELA and Keystone Literature exams who earn proficient scores will increase by at least 2% year over year from 2026 measures.		
Measurable Goal Nickname (35 Character Max)		
ELA Percent Growth - Achievement		
Target Year 1	**Target Year 2**	**Target Year 3**
The percent of students taking PSSA ELA and Keystone Literature exams who earn proficient	The percent of students taking PSSA ELA and Keystone Literature exams who earn proficient	The percent of students taking PSSA ELA and Keystone Literature exams who earn proficient

scores will increase by at least 2% year over year from 2026 measures.	scores will increase by at least 2% year over year from 2026 measures.	scores will increase by at least 2% year over year from 2026 measures.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
The growth measures of students taking PSSA ELA and Keystone Literature exams will increase by at least 2% year over year from 2026 measures.		
Measurable Goal Nickname (35 Character Max)		
ELA Percent Growth - Growth		
Target Year 1	**Target Year 2**	**Target Year 3**
The growth measures of students taking PSSA ELA and Keystone Literature exams will increase by at least 2% year over year from 2026 measures.	The growth measures of students taking PSSA ELA and Keystone Literature exams will increase by at least 2% year over year from 2026 measures.	The growth measures of students taking PSSA ELA and Keystone Literature exams will increase by at least 2% year over year from 2026 measures.

Priority: Sporadic gaps in student prerequisite knowledge, assessment and remediation are challenging to address. Using MAP student data and progress monitoring data, teachers can plan to address clusters of need within classes by tiering, and use co-teachers and paraprofessionals to flexibly address these gaps. When foundations are solid, growth and achievement will flourish. Inquiry-based methods have been demonstrated to be a significant benefit to maximizing math/algebra growth.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
The percent of students taking PSSA Mathematics and Keystone Algebra 1 exams who earn proficient scores will increase by at least 2% year over year from 2026 measures.		
Measurable Goal Nickname (35 Character Max)		
Math Percent Growth - Achievement		
Target Year 1	**Target Year 2**	**Target Year 3**
The growth measures of students taking PSSA ELA and Keystone Literature exams will increase by at least 2% year over year from 2026 measures.	The growth measures of students taking PSSA ELA and Keystone Literature exams will increase by at least 2% year over year from 2026 measures.	The percent of students taking PSSA Mathematics and Keystone Algebra 1 exams who earn proficient scores will increase by at least 2% year over year from 2026 measures.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
The growth measures of students taking PSSA Mathematics and Keystone Algebra 1 exams will increase by at least 2% year over year from 2026 measures.

Measurable Goal Nickname (35 Character Max)		
Math Percent Growth - Growth		
Target Year 1	**Target Year 2**	**Target Year 3**
The growth measures of students taking PSSA Mathematics and Keystone Algebra 1 exams will increase by at least 2% year over year from 2026 measures.	The growth measures of students taking PSSA Mathematics and Keystone Algebra 1 exams will increase by at least 2% year over year from 2026 measures.	The growth measures of students taking PSSA Mathematics and Keystone Algebra 1 exams will increase by at least 2% year over year from 2026 measures.

Action Plan

Measurable Goals

Accelerated MAP Growth	ELA Percent Growth - Achievement
ELA Percent Growth - Growth	Math Percent Growth - Achievement
Math Percent Growth - Growth	

Action Plan For: Response to Intervention (Hattie 1.29)

Measurable Goals:

- The percent of students taking PSSA ELA and Keystone Literature exams who earn proficient scores will increase by at least 2% year over year from 2026 measures.
- By the end of the 2028-2029 school year, students receiving Title I services (performing below, or well below benchmark per grade and content area) will exceed term-to-term growth projections given by universal screeners (MAP Testing).
- The growth measures of students taking PSSA ELA and Keystone Literature exams will increase by at least 2% year over year from 2026 measures.
- The percent of students taking PSSA Mathematics and Keystone Algebra 1 exams who earn proficient scores will increase by at least 2% year over year from 2026 measures.
- The growth measures of students taking PSSA Mathematics and Keystone Algebra 1 exams will increase by at least 2% year over year from 2026 measures.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Following MAP universal screening, students below, or well below grade-level proficiency are engaged in regular, deliberate practice related to skills of need, and weekly, or bi-weekly progress monitoring to ensure adequate progress.		2026-08-19	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Broc Phillips	MAP Testing (NWEA), DIBELS (Amplify), mathematics progress monitoring tool (Spring Math?), supplemental resources for skills practice as needed.	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
By the end of the 2028-2029 school year, students receiving Title I services (performing below, or well below benchmark per grade and content area) will exceed term-to-term growth projections given by universal screeners (MAP Testing). The percent of students taking PSSA ELA and Keystone Literature exams who earn proficient scores will increase by at least 2% year over year from 2026 measures. The growth measures of students taking PSSA ELA and Keystone Literature exams will increase by at least 2% year over year from 2026 measures. The percent of students taking PSSA Mathematics and Keystone Algebra 1 exams who earn proficient scores	Phillips - Analyze student percentile changes on MAP Tests 3x per year, tracking changes in student percentiles on all three tests taken. Share results with classroom teachers (Elementary) and content area teachers (Secondary) to create subgroups of need within each relevant class. Title I Staff - Maintain weekly, or bi-weekly progress monitoring and data. Share with relevant teachers (classroom teachers, and staff at MTSS meetings). Engage students below, and well-below grade level in skills practice related to needs measured in progress monitoring. Phillips - Track weekly, and bi-weekly progress monitoring data as it emerges. Share with relevant teachers and staff. Engage teachers in conversations related to

will increase by at least 2% year over year from 2026 measures. The growth measures of students taking PSSA Mathematics and Keystone Algebra 1 exams will increase by at least 2% year over year from 2026 measures.	maximizing impact of instruction for monitored students in common planning time meetings, and other related planning meetings (at least once per six-day cycle). Teachers - Implement instruction to make use of data shared by Title I Teachers, Phillips to maximize impact of instruction for monitored students.

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	• Response to Intervention (Hattie 1.29)	DIBELS	2340
Instruction	• Response to Intervention (Hattie 1.29)	Spring Math	4750
Total Expenditures			7090

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Response to Intervention (Hattie 1.29)	Following MAP universal screening, students below, or well below grade-level proficiency are engaged in regular, deliberate practice related to skills of need, and weekly, or bi-weekly progress monitoring to ensure adequate progress.

Math Progress Monitoring Initial Training

Action Step		
• Following MAP universal screening, students below, or well below grade-level proficiency are engaged in regular, deliberate practice related to skills of need, and weekly, or bi-weekly progress monitoring to ensure adequate progress.		
Audience		
K-8 Teachers of Math, Title I Staff, Admin.		
Topics to be Included		
How the program works, responsibilities of all parties, daily practice, data sharing and action.		
Evidence of Learning		
Teachers will review program components, resources. They will peruse a sample of the data they'll analyze following each week's progress monitoring and make inferences regarding how to use/actionize data to drive student progress. Teachers will complete a form at the conclusion of the training to ensure mastery of essential knowledge, skills and dispositions.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Broc Phillips - Supervisor of Curriculum & Instruction K-12	2026-08-10	2026-08-11

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
• 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	

Regular Data Updates for Teachers

Action Step

• Following MAP universal screening, students below, or well below grade-level proficiency are engaged in regular, deliberate practice related to skills of need, and weekly, or bi-weekly progress monitoring to ensure adequate progress.
Audience
K-8 Teachers, Title I Staff, Admin.
Topics to be Included
Formal, regular review of ongoing data collected in math and ELA progress monitoring programs. Title I Staff share data with K-8 Teachers at Common Planning Times on a weekly/biweekly basis.
Evidence of Learning
Teachers conclude this data review by detailing action steps they will take within their classrooms as a result of the data shared in the pursuit of promoting acceleration of student acquisition of math skills.

Lead Person/Position	Anticipated Start	Anticipated Completion
Broc Phillips - Supervisor of Curriculum & Instruction K-12 Heather Karstetter - Title I Staff Amy Rossman - Title I Staff Krista Courter - Title I Staff	2026-09-15	2029-06-01

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly/Bi-weekly
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Notification of Math Progress Monitoring Onboarding Training

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Following MAP universal screening, students below, or well below grade-level proficiency are engaged in regular, deliberate practice related to skills of need, and weekly, or bi-weekly progress monitoring to ensure adequate progress.	K-8 Math Teachers	Onboarding training at CDI days 8/10/26-9/11/26 - a notification.	Broc Phillips - Supervisor of Curriculum & Instruction K-12	06/03/2026	08/11/2026

Communications

Type of Communication	Frequency
Email	Once

Notification of Regular Data Disclosures from Title I Staff (to K-8 Teachers)

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Following MAP universal screening, students below, or well below grade-level proficiency are engaged in regular, deliberate practice related to skills of need, and weekly, or bi-weekly progress monitoring to ensure adequate progress.	K-8 Teachers	Notification of regular (weekly/bi-weekly) data disclosures from Title I Staff to K-8 Teachers regarding progress of students in Title I.	Broc Phillips - Supervisor of Curriculum & Instruction K-12 Heather Karstetter - Title I Staff Amy Rossman - Title I Staff Krista Courter - Title I Staff	06/03/2026	08/17/2026

Communications

Type of Communication	Frequency
Email	Twice

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**