Profile and Plan Essentials

LEA Type		AUN	
Charter School		121395526	
Address 1			
330 Howertown Road			
Address 2			
City	**State**	**Zip Code**	
Catasauqua	PA	18032	
Chief School Administrator		**Chief School Administrator Email**	
Bradley Schifko		bschifko@iaacslv.net	
Single Point of Contact Name			
Lynn Fischer			
Single Point of Contact Email			
lfischer@iaacslv.net			
Single Point of Contact Phone Number		**Single Point of Contact Extension**	
6104032787		301	
Principal Name			
Anthony Pidgeon			
Principal Email			
tpidgeon@iaacslv.net			
Principal Phone Number		**Principal Extension**	
6104032787		316	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Tonya Swavely		swavelyt@cliu.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Anthony Pidgeon	Principal	Innovative Arts Academy	tpidgeon@iaacslv.net
Bradley Schifko	Chief School Administrator	Innovative Arts Academy	bschifko@iaacslv.net
Eric Lech	Other	CLIU 21	leche@cliu.org
Emily Fulmer	Education Specialist	Innovative Arts Academy	efulmer@iaacslv.net
Barb Schlegel	Community Member	Borough of Catasauqua	mayor@catasauqua.org
Lynn Fischer	Administrator	Innovative Arts Academy	lfischer@iaacslv.net
Jeff Rush	Other	Innovative Arts Academy	jrush@iaacslv.net
Devin Heffernan	Teacher	Innovative Arts Academy	dheffernan@iaacslv.net
Tonya Swavely	Other	Carbon Lehigh Intermediate Unit 21	swavelyt@cliu.org
Amber Lederer	Student	Innovative Arts Academy	amber.lederer@iaacslv.net
Karen Otruba	Staff Member	Innovative Arts Academy	kotruba@iaacslv.net
Kaleena Ortiz	Teacher	Innovative Arts Academy	kortiz.iaacslv.net
James Pedone	Teacher	Innovative Arts Academy	jpedone@iaacslv.net
Scott Weinberger	Teacher	Innovative Arts Academy	sweinberger@iaacslv.net
Samantha Schugardt	Teacher	Innovative Arts Academy	sschugardt@iaacslv.net
Ileana Colon	Parent	Innovative Arts Academy	ileanacolon29@gmail.com
Kylie Pintha	Teacher	Innovative Arts Academy	kpintha@iaacslv.net
Chad Martson	Teacher	Innovative Arts Academy	cmartson@iaacslv.net

LEA Profile

Innovative Arts Academy is a public charter school that serves grades 6-12 in Catasauqua. We educate roughly 500 students of which 70.7% are economically disadvantaged, 19.7% recieve special educations services and 25.4% are English language learners. While our school is physically located in Catasuaqua, the majority of our students come from the neighborhing urban districts of Allentown and Bethlehem. We serve a transient population that is 80% hispanic, 9% black, two or more races 3% and 7.6% white. In addition, we are a Title I school.

Mission and Vision

Mission

Educate. Motivate. Create. Innovate.

Vision

The vision of Innovative Arts Academy is focused on creating a meaningful and rewarding secondary education (Grades 6-12) for students that will prepare graduates for their future careers and further education with the fulfillment of the school mission and vision. With high expectations and high quality instruction, all of our scholars will achieve their full potential.

Educational Values

Students

Students will participate in the CSI steering committee to ensure that student voice is present in our planning. Additionally, students are completing a survey to share what is helping them find success and what needs to change in order for them to be more successful. IAA is also using PAYS data to determine student need. The digital morning announcements will begin everyday with our mission, vision, and core values. When students need to redirect on their actions, the mission, vision and core values will be reviewed. Attendance is an expectation that will help IAA attain the mission and vision as well.

Staff

At Innovative Arts Academy, we believe all students can learn and become productive citizens, believe the arts are central to learning, culture, and society, believe creative teaching fosters innovative thinkers and learners, encourage independence and growth ?? celebrating achievements and successes one student at a time, encourage teamwork ?? celebrating diversity, promoting equality and demonstrating respect for all. These are the core values we agreed upon during the comprehensive planning process last year. This took us about two months to settle on. However, all teachers and administrators had a voice in these values. The? are on our we?site and present in the hallways. The mission, vision, and core values were also placed in the newly created parent/student handbook which is board approved. Teachers have to live these values in all interactions with students from discipline to grades to parent interaction.

Administration

At Innovative Arts Academy, we believe all students can learn and become productive citizens, believe the arts are central to learning, culture, and society, believe creative teaching fosters innovative thinkers and learners. encourage independence and growth ?? celebrating achievements and successes one student at a time. encourage teamwork ?? celebrating diversity, promoting equality and demonstrating respect for all. These are the core values we agreed upon during the comprehensive planning process. This took us a?out two months to settle on. However, all teachers and administrators had a voice in these values. The? are on our we?site and present in the hallways. The mission, vision, and core values were also placed in the newly created parent/student handbook which is board approved. Administrators need to communicate these values often and make all decisions based on these core values in order for them to be the driving force in our school. decisions ?ased on these core values in order for them to ?e the driving force in our school.

Parents

Parents are required to sign o that the? read and understand the parent/student handbook which is where these values can ?e found. Through parent meetings and events, IAA will continue to remind parents of the important role the? play in this process: making sure students come to school, help with work ethic, discipline issues, and even just planning for the future. We have also surveyed the parents to see what the? needed from IAA. Communication is a big area we can improve.

Community

Through community partnerships like CONC?RN, the Ma?or's office, and other local agencies, we can achieve our mission and vision. Our students are asked to show their talents ?? decorating the municipal building multiple times throughout the ?ear. Local businesses can come and offer internships to our students.

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA Growth Score is 70.5%	All student group met the standard demonstrating growth during the 23-24 school year.
Science Growth Score is 70%	All student group met the standard demonstrating growth during the 23-24 school year.
Percent English Language Proficiency was 31.7% in the 2023-2024 School Year.	There was an increase from 22.2% in 22-23 school year and from 29% in the 23-24 school year.
Career Standards Benchmark- 95.5%	The all student group met the career standards benchmark and is above the statewide average for the 23-24 school year.

Challenges

Indicator	Comments/Notable Observations
Math achievement is .9%.	Staff and stakeholders recognize this as a high priority need. The percent of students proficient or advanced in the Math PSSA/Keystones decreased from 4% in the 22-23 school year to .9% in the 23-24 school year.
Language arts achievement is 16.5%.	Staff and stakeholders recognize this as a high priority need. ELA PSSA/Keystone decreased from 21.3% in the 22-23 school year to 16.5% in the 23-24 school year.
Science/ Biology achievement is 14.9%	The Science/ Biology percent proficient or advanced decreased from 20.6% in the 22-23 school year to 14.9% in the 23-24 school year.
Regular attendance is 25.3%	This is a significant concern as chronic absenteeism contributes to subpar achievement. The percentage of regular attendance decreased from 33.7% in the 22-23 school year to 25.3% in the 23-24 school year.
Math/ Algebra growth score is 55%.	The all student group did not meet the standard demonstrating growth in math. The growth score decreased from 70.8% in the 22-23 school year to 55% in the 23-24 school year.

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

Strengths

Indicator	Comments/Notable Observations
Indicator English Language Arts growth **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** This subgroup had a growth score of 93.3% which was an increase from 75% in the 22-23 school year.
Indicator Graduation Rate 4-year Cohort **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** This subgroup graduation rate has improved over time.
Indicator Percent of Career Standards Benchmark **ESSA Student Subgroups** Hispanic, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The hispanic subgroup increased from 83.3% in the 22-23 school year to 96.2% in the 23-24 school year. The economically disadvantaged subgroup increased from 82.8% in the 22-23 school year to 95.2% in the 23-24 school year. The students with disabilities subgroup increased from 76.5% in the 22-23 school year to 89.7% in the 23-24 school year.

Challenges

Indicator	Comments/Notable Observations
Indicator Math achievement **ESSA Student Subgroups** African-American/Black, Hispanic, English Learners, Students with Disabilities	**Comments/Notable Observations** The subgroups decreased in performance: Black student subgroup: decreased from 5.3% in the 22-23 school year to 0% in the 23-24 school year. Hispanic student subgroup: decreased from 4% in the 22-23 school year to 1.1% in the 23-24 school year. Economically disadvantaged subgroup: decreased from 4.5% in the 22-23 school year to .7% in the 23-24 school year. English Language subgroup: decreased from 6.1% in the 22-23 school year to 0% in the 23-24 school year. Students with disabilities subgroup: decreased from 2.1% in the 22-23 school year to 0% in the 23-24 school year.
Indicator Math achievement **ESSA Student Subgroups** Hispanic, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Only 1 student across these 3 subgroups reached proficiency.
Indicator Literacy achievement	**Comments/Notable Observations** These subgroups performed below the school wide average. The subgroups decreased in performance: Black

ESSA Student Subgroups African-American/Black, Hispanic, English Learners, Students with Disabilities	student subgroup: decreased from 26.1% in the 22-23 school year to 24% in the 23-24 school year. Hispanic student subgroup: decreased from 18.3% in the 22-23 school year to 15.1% in the 23-24 school year. Economically disadvantaged subgroup: decreased from 20.7% in the 22-23 school year to 17.1% in the 23-24 school year. English Language subgroup: decreased from 13.7% in the 22-23 school year to 4.8% in the 23-24 school year. Students with disabilities subgroup: decreased from 11.5% in the 22-23 school year to 4.2% in the 23-24 school year.

Summary

Strengths
Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Growth scores in ELA demonstrate that students are making forward progress even when not reaching achievement.
Growth scores in Science/Biology demonstrate that students are making forward progress even when not reaching achievement

Challenges
Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Math achievement continues to be a significant concern as few students are reaching proficiency levels.
Language arts achievement, especially for noted subgroups, is well below state average and needs to improve.
Regular attendance rate of 25.3% contributes to lack of achievement.
Overall academic achievement in math and language arts continues to be a challenge to support students' future readiness.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IXL Skill Proficiency through April 2025 - 59% of students are reaching proficiency or higher on at least 2 new skills per week.	Increased skill proficiency in ELA IXL leads to growth and achievement over time.
IXL Diagnostic Snapshot - April 2025 - 20% of students on or above grade level in Math and 20% are on or above grade level in ELA	This IXL ELA diagnostic result demonstrates a marked increase from beginning of year diagnostic.

English Language Arts Summary

Strengths

Students are demonstrating growth in ELA throughout the year based on IXL results.
Collecting data related to skill proficiency helps us understand more about student growth trends.

Challenges

The number of students reaching grade level proficiency is only marginally increasing in ELA.
There are 45% of students that are not building skills in IXL as projected in ELA which is a component of improvement plan implementation.

Mathematics

Data	Comments/Notable Observations
9% of students in Grade 6-12 are on or above grade level in math on the IXL Diagnostic Snapshot (April 2025)	Reaching math achievement is still a concern as demonstrated by IXL results.
In grades 6-8, more students moved from far below grade level to below grade level in the April diagnostic.	Based on IXL results, we see that students are growing in math

Mathematics Summary

Strengths

Based on IXL Math data, 59% of students are building proficiency on skills which is helping them show growth across the grade level.

Challenges

Overall proficiency in grade level math continues to be a significant challenge.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Significant focus has been placed on Math and ELA in the school improvement plan;	With the upcoming standards revision in PA, STEELS,

however, professional development has been occurring for implementation of the new STEELS standards.	updates have been made to curriculum.

Science, Technology, and Engineering Education Summary

Strengths

Science instructors are using classroom formative assessments (learned via PLN) to inform instruction.
Professional development has been provided on the new STEELS standards and shared with all Science teachers.
A review of current curriculum has occurred to ensure an updated, aligned curriculum will be implemented beginning the new school year.

Challenges

Upcoming changes to STEELS standards will certainly provide challenges to implementation.
Continuous work with the new curriculum requires development of rigorous assessments that are aligned to measure student mastery.

Related Academics

Career Readiness

Data	Comments/Notable Observations
8th Grade and 11th Grade students are taking courses to build career readiness and collect appropriate artifacts.	IAA is continuing to build their career readiness program both at the middle school and high school levels.
Graduation preparation and tracking with new Act 158 requirements has presented a new challenge in preparing students for their future.	IAA counselors are using the PTG tool provided by PDE to track student progress, helping to provide appropriate intervention.

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

True 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.

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.

All 8th and 11th grade students take specific Career Exploration and Employability Courses to more appropriately address CEW standards and

gather artifacts.
IAA is using the PTG tool provided by PDE to track graduation readiness.

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.

IAA is continuing to build their career readiness program both at the middle school and high school levels.
New staff in the school counselor office are learning details of the Act 158 Pathways to Graduation.

Equity Considerations

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

Data	Comments/Notable Observations
PSSA/Keystone- ELA/Literature	77% of the students met their expected growth
PSSA/Keystone- Math/Algebra	73% of the students met their expected growth
IXL	On average, EL students became proficient on 36 new math skills on IXL during the school year.
IXL	On average, EL students became proficient on 30 new ELA skills on IXL during the school year.

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
PSSA/Keystone- ELA/Literature	93% of the students exceeded their expected growth
PSSA/Keystone- Math/Algebra	72% of students met their expected growth

Student Groups by Race/Ethnicity
False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	Students who took the PSSA Science and Keystone Biology met the standard for growth.
Hispanic	7th and 8th grade students exceeded the growth measure for ELA.

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.

On average, EL students became proficient on 36 new math skills on IXL during the school year.
On average, EL students became proficient on 30 new ELA skills on IXL during the school year.
Although attendance is an issue that needs to be addressed, our EL students attend at 35.1% which is an increase of 12.4% from the previous 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.

There is a large discrepancy in usage and practice in IXL; therefore, resulting in some students attaining proficiency in hundreds of new skills while others only attain a few new skills in both math and ELA throughout the year.
Although students are showing growth on local IXL assessments, skills are not transferring to state assessments.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Students will use IXL data to measure student growth regularly.
Title 1 Program	REWARDS will continue to be taught in grades 6-8th to help teach decoding skills.
Student Services	Students are provided breakfast and lunch. We will be offering opportunities for after school sports.
K-12 Guidance Plan (339 Plan)	Additional staff members have been trained in SAP and a biweekly SAP meeting is held for continuity. In an effort to better support students, a school based mental health services counselor works with our students in addition to our 2 full time guidance counselors.
Technology Plan	Students are provided 1 to 1 devices. In an effort to ensure students have access to their technology, additional charging stations have been added to each classroom.
English Language Development Programs	Additional teacher will be hired who will be available to push in classrooms to support students. Continue PD for teachers.

Strengths

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

Additional teacher will be hired who will be available to push in classrooms to support students. Continue PD for teachers.
Students will use IXL data to measure student growth regularly.

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.

Staffing concerns- securing a qualified ESL teacher.
Finding time in the calendar for ongoing professional development.

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	Not Yet Evident
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	Not Yet Evident
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	Emerging
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	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	Emerging
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?

Continuously monitoring the implementation of the school improvement plan and adjusting as needed.
Monitor and evaluate the impact of professional learning on staff practices and student 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?

Implement an evidence-based system of schoolwide positive behavior interventions and supports *
Implement a multi-tiered system of supports for academics and behavior
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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
Growth scores in ELA demonstrate that students are making forward progress even when not reaching achievement.	True
Growth scores in Science/Biology demonstrate that students are making forward progress even when not reaching achievement	True
Students are demonstrating growth in ELA throughout the year based on IXL results.	False
Regular attendance at 65.7% showing an increase of 10.3% this year.	False
Career standards benchmark, - 100% of students are meeting the standard.	False
Collecting data related to skill proficiency helps us understand more about student growth trends.	False
On average, EL students became proficient on 36 new math skills on IXL during the school year.	False
Science instructors are using classroom formative assessments (learned via PLN) to inform instruction.	False
All 8th and 11th grade students take specific Career Exploration and Employability Courses to more appropriately address CEW standards and gather artifacts.	False
Based on IXL Math data, 59% of students are building proficiency on skills which is helping them show growth across the grade level.	False
IAA is using the PTG tool provided by PDE to track graduation readiness.	False
Continuously monitoring the implementation of the school improvement plan and adjusting as needed.	False
Professional development has been provided on the new STEELS standards and shared with all Science teachers.	False
A review of current curriculum has occurred to ensure an updated, aligned curriculum will be implemented beginning the new school year.	True
On average, EL students became proficient on 30 new ELA skills on IXL during the school year.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	True
Although attendance is an issue that needs to be addressed, our EL students attend at 35.1% which is an increase of 12.4% from the previous school year.	False
Additional teacher will be hired who will be available to push in classrooms to support students. Continue PD for teachers.	False
Students will use IXL data to measure student growth regularly.	False

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
Math achievement continues to be a significant concern as few students are reaching proficiency levels.	True
Language arts achievement, especially for noted subgroups, is well below state average and needs to improve.	True
Regular attendance rate of 25.3% contributes to lack of achievement.	True
Math achievement is 0.6%.	False
Language arts achievement is 13.2%.	False
EL interim growth is 1.7%.	False
IAA is continuing to build their career readiness program both at the middle school and high school levels.	False
Overall proficiency in grade level math continues to be a significant challenge.	True
New staff in the school counselor office are learning details of the Act 158 Pathways to Graduation.	False
The number of students reaching grade level proficiency is only marginally increasing in ELA.	False
There are 45% of students that are not building skills in IXL as projected in ELA which is a component of improvement plan implementation.	False
Upcoming changes to STEELS standards will certainly provide challenges to implementation.	False
Overall academic achievement in math and language arts continues to be a challenge to support students' future readiness.	False
Overall academic achievement in math and language arts continues to be a challenge to support students' future readiness.	False
Continuous work with the new curriculum requires development of rigorous assessments that are aligned to measure student mastery.	False
There is a large discrepancy in usage and practice in IXL; therefore, resulting in some students attaining proficiency in hundreds of new skills while others only attain a few new skills in both math and ELA throughout the year.	False
Although students are showing growth on local IXL assessments, skills are not transferring to state assessments.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False
Implement a multi-tiered system of supports for academics and behavior	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Staffing concerns- securing a qualified ESL teacher.	False
Finding time in the calendar for ongoing professional development.	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.

Key notable observation from the root cause analysis included the need for a PBIS system for students and staff and the importance of using a variety of assessments to monitor student learning and adjust programs and instructional practices as needed.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math achievement continues to be a significant concern as few students are reaching proficiency levels.		False
Language arts achievement, especially for noted subgroups, is well below state average and needs to improve.		True
Regular attendance rate of 25.3% contributes to lack of achievement.		True
Overall proficiency in grade level math continues to be a significant challenge.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Growth scores in ELA demonstrate that students are making forward progress even when not reaching achievement.	Continue to implement high impact tier 1 engagement strategies.
Growth scores in Science/Biology demonstrate that students are making forward progress even when not reaching achievement	Continue to implement high impact tier 1 engagement strategies.
Monitor and evaluate the impact of professional learning on staff practices and student learning	Professional development will take place to model and practice these strategies. Walkthroughs will be completed to monitor and evaluate the impact.
A review of current curriculum has occurred to ensure an updated, aligned curriculum will be implemented beginning the new school year.	The IU provided training on curriculum and how to create a curriculum storyboard for each subject area.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we have professional learning in response to teacher and student needs utilizing evidence based strategies for Tier 1 instruction and multiple professional learning designs, then teachers will use evidence based Tier 1 instructional strategies across all content areas and students will show increased engagement levels.
	If the school implements a consistent, school-wide PBIS framework with clearly defined behavior expectations, direct instruction of behavioral lessons, and Tier 1 PBIS strategies that promote student belonging and engagement, then students will demonstrate improved attendance rates and fewer office discipline referrals.
	If we use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust Math/ELA programs and instructional practices, then staff will use appropriate data to plan core instruction and small group

Goal Setting

Priority: If the school implements a consistent, school-wide PBIS framework with clearly defined behavior expectations, direct instruction of behavioral lessons, and Tier 1 PBIS strategies that promote student belonging and engagement, then students will demonstrate improved attendance rates and fewer office discipline referrals.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
GOAL: By June 2028, 60% of students will demonstrate regular attendance.			
Measurable Goal Nickname (35 Character Max)			
PBIS Goal 1- Attendance			
Target Year 1	**Target Year 2**	**Target Year 3**	
GOAL: By June 4, 2026, 50% of students will demonstrate regular attendance. **26% baseline for May 2025	GOAL: By June 2027, 55% of students will demonstrate regular attendance.	GOAL: By June 2028, 60% of students will demonstrate regular attendance.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By October 29, 2025 65% of students will demonstrate regular attendance	By January 16 2026, 60% of students will demonstrate regular attendance.	By March 25, 2026, 55% of students will demonstrate regular attendance.	By June 4, 2026, 50% of students will demonstrate regular attendance. **26% baseline for May 2025

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
PBIS Goal 2: By the end of the 27-28 school year, there will be a 30% reduction in school suspensions compared to the 24-25 school year.			
Measurable Goal Nickname (35 Character Max)			
PBIS Goal 2			
Target Year 1	**Target Year 2**	**Target Year 3**	
By June 4 2026, we will have a 20% reduction in school suspensions compared to the 24-25 Q4 Data	By the end of the 26-27 school year, there will be a 25% reduction in school suspensions compared to the 24-25 school year.	PBIS Goal 2: By the end of the 27-28 school year, there will be a 30% reduction in school suspensions compared to the 24-25 school year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By October 29, 2025 we will have a 20% reduction in school	By January 16, 2026, we will have a 20% reduction in school	By March 25, 2026, we will have a 20% reduction in school	By June 4 2026, we will have a 20% reduction in school suspensions

suspensions compared to the 24-25 Q1 data. *Baseline Q 1 24-25 school year: 32 Suspensions	suspensions compared to the 24-25 Q2 Data *Baseline Q 2 24-25 school year: 38 Suspensions	suspensions compared to the 24-25 Q3 Data *Baseline Q 3 24-25 school year: 49 Suspensions	compared to the 24-25 Q4 Data *Baseline Q 4 24-25 school year: 13 Suspensions Total for 24-25 year: 132 Total Suspensions

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)
PBIS Goal 3: By the end of the 27-28 school year, 90% of students surveyed (9/10) have to be able to tell us the PBIS acronym as determined by the Tier 1 fidelity inventory.
Measurable Goal Nickname (35 Character Max)
PBIS Goal 3

Target Year 1	**Target Year 2**	**Target Year 3**	
PBIS Goal 3: By the end of the 25-26 school year, 70% of students surveyed (7/10) have to be able to tell us the PBIS acronym as determined by the Tier 1 fidelity inventory.	PBIS Goal 3: By the end of the 26-27 school year, 80% of students surveyed (8/10) have to be able to tell us the PBIS acronym as determined by the Tier 1 fidelity inventory.	PBIS Goal 3: By the end of the 27-28 school year, 90% of students surveyed (9/10) have to be able to tell us the PBIS acronym as determined by the Tier 1 fidelity inventory.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By October 29, 2025 40% of students surveyed (4 out of 10)will be able to identify and define the PBIS acronym.	By January 16, 2026, 50% of students surveyed (5 out of 10)will be able to identify and define the PBIS acronym.	By March 25, 2026, 60% of students surveyed (6 out of 10)will be able to identify and define the PBIS acronym	By June 4 2026, 70% of students surveyed (7 out of 10) will be able to identify and define the PBIS acronym.

Priority: If we have professional learning in response to teacher and student needs utilizing evidence based strategies for Tier 1 instruction and multiple professional learning designs, then teachers will use evidence based Tier 1 instructional strategies across all content areas and students will show increased engagement levels.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By June 2028, 100% of teachers will continue to include Tier 1 engagement strategies in all lessons as evidenced by lesson plans, and at least 98% of walkthroughs conducted each month will show evidence of active use of Tier 1 engagement strategies in classrooms.
Measurable Goal Nickname (35 Character Max)
Tier 1 Engagement Strategies

Target Year 1	Target Year 2	Target Year 3	
By June 2026, 100% of teachers will continue to include Tier 1 engagement strategies in all lessons as evidenced by lesson plans, and at least 95% of walkthroughs conducted each month will show evidence of active use of Tier 1 engagement strategies in classrooms.	By June 2027, 100% of teachers will continue to include Tier 1 engagement strategies in all lessons as evidenced by lesson plans, and at least 97% of walkthroughs conducted each month will show evidence of active use of Tier 1 engagement strategies in classrooms.	By June 2028, 100% of teachers will continue to include Tier 1 engagement strategies in all lessons as evidenced by lesson plans, and at least 98% of walkthroughs conducted each month will show evidence of active use of Tier 1 engagement strategies in classrooms.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of Quarter 1, 100% of department meetings will include a reflection on Tier 1 instructional strategies implemented to increase student engagement, and 100% of teachers will include at least one Tier 1 engagement strategy in each lesson, as evidenced by weekly lesson plans.	By the end of Quarter 2, 100% of teachers will continue to include Tier 1 engagement strategies in all lessons as evidenced by lesson plans, and at least 65% of walkthroughs conducted each month will show evidence of active use of Tier 1 engagement strategies in classrooms	By the end of Quarter 3, 100% of teachers will continue to include Tier 1 engagement strategies in all lessons as evidenced by lesson plans, and at least 75% of walkthroughs conducted each month will show evidence of active use of Tier 1 engagement strategies in classrooms.	By the end of Quarter 4, 100% of teachers will continue to include Tier 1 engagement strategies in all lessons as evidenced by lesson plans, and at least 95% of walkthroughs conducted each month will show evidence of active use of Tier 1 engagement strategies in classrooms.

Priority: If we use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust Math/ELA programs and instructional practices, then staff will use appropriate data to plan core instruction and small group

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By June 2028 at least 90% of the student population will have completed the IXL Diagnostic Exam. Of the 90% of students who completed the Diagnostic Exam, 29% of students in grades 6, 7, and 8 will demonstrate 150+ number of points for growth in both math and ELA .
Measurable Goal Nickname (35 Character Max)
IXL

Target Year 1	Target Year 2	Target Year 3	
By June 6, 2026 at least 90% of the student population will have completed the IXL Diagnostic Exam. Of the 90% of students who	By June 6, 2026 at least 90% of the student population will have completed the IXL Diagnostic Exam. Of the 90% of students who	By June 2028 at least 90% of the student population will have completed the IXL Diagnostic Exam. Of the 90% of students who	

completed the Diagnostic Exam, 25% of students in grades 6, 7, and 8 will demonstrate 150+ number of points for growth in both math and ELA .	completed the Diagnostic Exam, 27% of students in grades 6, 7, and 8 will demonstrate 150+ number of points for growth in both math and ELA .	completed the Diagnostic Exam, 29% of students in grades 6, 7, and 8 will demonstrate 150+ number of points for growth in both math and ELA .	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
: By October 2025, 90% of students in grades 6-8 will complete Benchmark 1 in ELA & Math AND 70% will demonstrate proficiency or mastery in 3 or more skills in both ELA & Math. *IXL recommends 1.5 skills mastered per week (starting October 16th- 2 weeks)	By December 2025, 25% of students in grades 6-8 will demonstrate 50 points growth on each Math and ELA Benchmark, AND 70% of students will reach proficient on at least 7 skills (>1 per 2 weeks) using IXL math and language arts.	By March 2026, 25% of students in grades 6-8 will demonstrate 100 number of points in growth on the IXL Diagnostic Exam in both ELA and Math AND 70% of students in grades 6, 7, and 8 will reach proficient on at least 14 skills (>1 per weeks using IXL math & language arts).	By June 6, 2026, at least 90% of the student population will have completed the IXL Diagnostic Exam. Of the 90% of students who completed the Diagnostic Exam, 25% of students in grades 6, 7, and 8 will demonstrate 150+ number of points for growth in both math and ELA.

Action Plan

Measurable Goals

PBIS Goal 1- Attendance	PBIS Goal 2
PBIS Goal 3	Tier 1 Engagement Strategies
IXL	

Action Plan For: IXL

Measurable Goals:

- By June 2028 at least 90% of the student population will have completed the IXL Diagnostic Exam. Of the 90% of students who completed the Diagnostic Exam, 29% of students in grades 6, 7, and 8 will demonstrate 150+ number of points for growth in both math and ELA .

Action Step		Anticipated Start/Completion Date	
Assure procurement of IXL for 2025-2026 school year.		2025-07-01	2025-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction	IXL	No	No
Action Step		**Anticipated Start/Completion Date**	
Instructional leaders and coaches work with IXL to determine high leverage reports to support data informed instruction		2025-07-01	2025-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	IXL Data	No	No
Action Step		**Anticipated Start/Completion Date**	
Instructional leaders will schedule 4 IXL Diagnostic windows for the 2025- 2026 school year		2025-07-01	2025-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Instructional Coaches	IXL, Assessment Calendar	No	No
Action Step		**Anticipated Start/Completion Date**	
Instructional leadership team will set clear expectations for IXL use during the 2025-2026 school year to match effect study.		2025-07-01	2025-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	IXL	No	No
Action Step		**Anticipated**	

		Start/Completion Date	
Instructional leaders will create space within the master schedule for data/grade level meetings to take place (half day data reviews)		2025-07-01	2025-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Master Schedule	No	No
Action Step		**Anticipated Start/Completion Date**	
Instructional leadership team will create clear communication protocols to grade leaders and department leaders for data team meeting expectations and in-class usage.		2025-07-01	2026-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Master schedule	No	No
Action Step		**Anticipated Start/Completion Date**	
Schedule all professional learning from CLIU (Data coaching, Wisdom Wednesdays, PBIS)		2025-07-01	2026-05-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team, CLIU Facilitators	Schedule, Instructional Playbook	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Instructional leaders will utilize the Data Wise process to create an action plan for data meetings to determine needs and next steps		2025-08-21	2025-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership team,	Schedule and Data Wise Protocols	No	No
Action Step		**Anticipated Start/Completion Date**	
Prepare teachers for student data meeting protocols		2025-08-21	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Instructional Coaches, Leadership Team, Department Chairs	Data Meeting Agenda and Protocols	No	No
Action Step		**Anticipated Start/Completion Date**	
Students use IXL minimally 25 minutes per week with the goal of reaching proficiency in at least one skill within every 2 week period.		2025-09-01	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers, ICs	IXL	No	No
Action Step		**Anticipated**	

	Start/Completion Date	
Administer Q1 Benchmark in IXL and Quarters 2, 3 & 4 Diagnostic Assessments in IXL	2025-08-21	2025-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers, Leadership Team	IXL	No	No
Action Step	**Anticipated Start/Completion Date**	
Instructional Coach Data Review and Monitoring of IXL Data	2025-09-16	2025-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	IXL	No	No
Action Step	**Anticipated Start/Completion Date**	
Grade Level teams plan targeted instruction to support instructional goals during provided time.	2025-09-01	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers, Instructional Coaches, Department Chairs	IXL Data	No	No
Action Step	**Anticipated Start/Completion Date**	
Prepare students for student data meeting protocols (goal setting, understanding competencies)	2025-09-16	2025-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team, Instructional Coaches, Teachers	IXL Data	No	No
Action Step	**Anticipated Start/Completion Date**	
Conduct student data progress meetings with Diagnostic 1 data to set goals.	2025-09-24	2025-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	IXL Data	No	No
Action Step	**Anticipated Start/Completion Date**	
Quarterly All Staff Reporting: Student Usage (# of Questions), Skill Proficiency Growth, Teacher Engagement	2025-09-01	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Instructional Coaches, Department Chairs	IXL Data	No	No
Action Step	**Anticipated Start/Completion Date**	
Deliver appropriate training sessions for staff (as needed) for new staff	2025-08-21	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	IXL	No	No

Action Step		Anticipated Start/Completion Date	
Q2 - Conduct student-led data progress meetings after Diagnostic Snapshot 2		2025-10-31	2026-01-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	IXL	No	No

Action Step		Anticipated Start/Completion Date	
Q2 - Conduct parent meetings incorporating data and support opportunities		2025-10-31	2026-01-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DC&I, ICs, Teachers	IXL Data	No	No

Action Step		Anticipated Start/Completion Date	
Q2 - Department teams meet to set instructional goals.		2025-10-31	2026-01-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Instructional Coaches/ Department Chairs	Student data	No	No

Action Step		Anticipated Start/Completion Date	
Q2 - Grade Level teams plan targeted instruction to support instructional goals during provided time.		2025-10-31	2026-01-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Instructional Coaches/ Department Chairs	Student Data	No	No

Action Step		Anticipated Start/Completion Date	
Q3 - Student complete Q3 Diagnostic Assessment in IXL Math.		2026-01-20	2026-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	IXL Diagnostic Assessment	No	No

Action Step		Anticipated Start/Completion Date	
Q3 - Department teams meet to set instructional goals.		2026-01-20	2026-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Instructional Coaches/ Department Chairs	IXL data	No	No

Action Step		Anticipated Start/Completion Date	
Q3 - Conduct student-led data progress meetings		2026-01-20	2026-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Teachers	IXL data	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Q3 - Conduct parent meetings incorporating data and support opportunities		2026-01-20	2026-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DC&I, ICs, Teachers	IXL Data	No	No
Action Step		**Anticipated Start/Completion Date**	
Q3 - Grade Level teams plan targeted instruction to support instructional goals during provided time.		2026-01-20	2026-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ICs/DCs	IXL Data	No	No
Action Step		**Anticipated Start/Completion Date**	
Q4 - Conduct student-led data progress meetings		2026-03-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	IXL Data	No	No
Action Step		**Anticipated Start/Completion Date**	
Q4 - Student complete Q4 Diagnostic Assessment in IXL Math.		2026-03-26	52026-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	IXL Diagnostic	No	No
Action Step		**Anticipated Start/Completion Date**	
Q4 - Grade Level teams meet to set instructional goals.		2026-03-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ICs/DCs	IXL Data	No	No
Action Step		**Anticipated Start/Completion Date**	
Q4 - Grade Level teams plan targeted instruction to support instructional goals during provided time.		2026-03-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ICs/DCs	IXL Data	No	No
Action Step		**Anticipated Start/Completion Date**	
Q4 - Quarterly All Staff Reporting: Student Usage (# of Questions), Skill Proficiency Growth, Teacher Engagement		2026-03-26	2026-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches	IXL Data	No	No

Action Step		Anticipated Start/Completion Date	
Instructional leadership team will utilize Data Wise protocols when analyzing school data		2025-08-21	2026-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Student Data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate academic improvement in Math and ELA as measured by IXL Diagnostic Snapshots though consistent use and implementation of strategies derived from data analysis.	Director of C&I and Instructional Coaches will review IXL usage and Diagnostic Snapshots on a monthly basis to inform Grade Level Team Meeting and Teacher Planning

Action Plan For: MTSS - Focus on Tier 1 Improvement

Measurable Goals:
• GOAL: By June 2028, 60% of students will demonstrate regular attendance.
• PBIS Goal 2: By the end of the 27-28 school year, there will be a 30% reduction in school suspensions compared to the 24-25 school year.

Action Step		Anticipated Start/Completion Date	
Meet with department chairs to review leadership expectations for Tier 1 Documentation and Reflection		2025-08-11	2026-08-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Tier 1 Documentation Checklist	No	No
Action Step		**Anticipated Start/Completion Date**	
Review BDA Lesson Plan and Tier 1 implementation expectations with teachers		2025-08-18	2025-08-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team/ Department Chairs	Lesson Plan	No	No
Action Step		**Anticipated**	

			Start/Completion Date
Update instructional playboook to highlight desired engagement strategies of focus for the 2024-2025 school year.		2025-08-18	2025-08-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
IU Facilitators, Leadership Team	Instructional Playbook, list of instructional strategies	No	No
Action Step		**Anticipated Start/Completion Date**	
Q 1, 2, 3, 4 Wisdom Wednesday sessions will held for staff focusing on engagement (behavior, engagement strategies)		2026-09-17	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
IU Facilitators, Coaches	Presentation materials for student engagement / behavior strategies	Yes	No
Action Step		**Anticipated Start/Completion Date**	
New/Novice teachers will participate in induction training to include evidence-based instructional strategies.		2026-08-25	2026-10-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
, Coaches, Leadership Team	Induction materials	No	No
Action Step		**Anticipated Start/Completion Date**	
Mentors for new teachers will receive appropriate training to support new/novice teachers.		2026-08-25	2025-10-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mentor teachers, coaches, IU, Leadership Team	Materials for training	No	No
Action Step		**Anticipated Start/Completion Date**	
Teachers will implement instructional strategies strategies from workshop series into lesson planning using a BDA format.		2024-09-02	2025-06-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team/ Teachers/ DC	Instructional strategies, Lesson Plans	No	No
Action Step		**Anticipated**	

		Start/Completion Date
Leadership team will review lesson plans to ensure tier 1 instructional strategies are embedded into daily instruction.	2024-09-02	2025-06-02

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Lesson Plans	No	No

Action Step		Anticipated Start/Completion Date
Time is included in the master schedule for grade level meetings, department meetings and PLCs	2026-08-25	2026-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Master Schedule	No	No

Action Step		Anticipated Start/Completion Date
Q 4- Walkthroughs will be conducted by admin, coaches, and IU consultants to look for evidence based tier 1 strategies that enhance student engagement in the classroom	2025-09-02	2026-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team/ IU/ Coaches	Walkthrough Tool	No	No

Action Step		Anticipated Start/Completion Date
Leadership team and DCs will review lesson plans to ensure tier 1 instructional strategies are embedded into daily instruction.	2024-09-02	2025-06-02

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team/Department Chairs	Lesson Plans	No	No

Action Step		Anticipated Start/Completion Date
Job embedded instructional coaching will take place	2025-09-02	2026-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team, Teachers	Tier 1 strategies	No	No

Action Step		Anticipated

	Start/Completion Date	
Tier 1 Instructional strategies that support student engagement will be shared with teachers. Professional development on instructional strategies will be provided as needed and requested by teachers to support classroom practices.	2025-08-25	2026-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team/ IU/ Coaches	Instructional Playbook	No	No

Action Step		**Anticipated Start/Completion Date**	
Time is included in the master schedule for an encore period for intervention or enrichment		2026-08-25	2026-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Schedule	No	No

Action Step		**Anticipated Start/Completion Date**	
Curriculum Storyboards will be completed for all subject areas		2025-05-27	2025-08-25

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team, Coaches, IU	Curriculum documents/ Standards	No	No

Action Step		**Anticipated Start/Completion Date**	
Develop Tier 1 reflection and documentation checklist		2025-08-11	2025-08-14

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team/ Department Chairs	Tier 1 reflection document	No	No

Action Step		**Anticipated Start/Completion Date**	
Update walkthrough and feedback tool to support regular and frequent check-ins on use of evidence-based instructional engagement strategies.		2025-09-01	2026-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team/IU	Walkthrough Form	No	No

Action Step		**Anticipated**	

			Start/Completion Date
Q 1 Monthly Department meetings are held and tier 1 reflection and documentation logs are submitted.		2025-07-01	2026-08-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership team/DC/ Teachers	Tier 1 Reflection	No	No
Action Step			**Anticipated Start/Completion Date**
Monthly Department Chair meetings are held with leadership team to review Tier 1 reflection documentation logs		2025-09-02	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership team/DC	Tier 1 reflections	No	No
Action Step			**Anticipated Start/Completion Date**
Q 1 EL Teachers meet with IU ELD Support to discuss ELD Student Support and/or attend ELD Network Session		2025-08-25	2025-10-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
EL Teachers/IU	English Language Support	No	No
Action Step			**Anticipated Start/Completion Date**
Q 2, 3, 4- Walkthroughs will be conducted by admin, coaches, and IU consultants to look for evidence based tier 1 strategies that enhance student engagement in the classroom		2025-10-30	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team/IU	Walkthrough Form	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Teachers will use evidence-based, engaging, instructional strategies in classroom instruction and students will report improved classroom engagement.	School Leadership Team will monitor lesson plans and conduct walkthroughs monthly to measure strategy integration. Department Chairs will hold monthly meetings to review tier 1 reflections.

Action Plan For: SWPBIS system (Cas-el framework)

Measurable Goals:
• PBIS Goal 3: By the end of the 27-28 school year, 90% of students surveyed (9/10) have to be able to tell us the PBIS acronym as determined by the Tier 1 fidelity inventory.
• GOAL: By June 2028, 60% of students will demonstrate regular attendance.
• PBIS Goal 2: By the end of the 27-28 school year, there will be a 30% reduction in school suspensions compared to the 24-25 school year.

Action Step		Anticipated Start/Completion Date	
PBIS Team composition		2025-07-01	2025-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	PBIS training	No	No
Action Step		**Anticipated Start/Completion Date**	
Q1 , 2, 3 and 4 -Tier 1 team meets at least monthly and has a standard agenda		2025-08-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS Team	PBIS agenda	No	No
Action Step		**Anticipated Start/Completion Date**	
Team has 5 or fewer behavioral expectations defined and in place		2025-08-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS Team	Behavior Expectations	No	No
Action Step		**Anticipated Start/Completion Date**	
Lesson plans are created and taught directly to students across all settings		2025-08-26	2025-09-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS Team, Teachers	PBIS Lesson Plans	No	No
Action Step		**Anticipated Start/Completion Date**	
PBIS Team shares lesson plans, behavioral expectations and behavior flow chart during August PD.		2025-08-18	2025-08-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS Team	PBIS expectations, behavior flow chart	No	No
Action Step		**Anticipated Start/Completion Date**	

Q1 A written process is used to orientate all staff on 4 core tier 1 core practices: teaching school-wide expectations, acknowledging appropriate behavior, correcting errors, and requesting assisting.		2025-08-18	2025-08-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS Team	PBIS written expectations	No	No
Action Step		**Anticipated Start/Completion Date**	
PBIS expectation posters are hanging in all classrooms, hallways and common areas and communicated.		2025-08-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team, teachers	PBIS posters	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Monthly behavior data will be shared at faculty meetings		2025-08-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS Team	Behavior Data	No	No
Action Step		**Anticipated Start/Completion Date**	
Monthly behavior data will be shared at faculty meetings		2025-08-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS Team	Behavior Data	No	No
Action Step		**Anticipated Start/Completion Date**	
PBIS rewards will be implemented		2025-08-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS Team	PBIS expectations and rewards system	No	No
Action Step		**Anticipated Start/Completion Date**	
PBIS Team reviews and uses discipline data monthly for decision making		2026-08-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
PBIS Team	Discipline Data	No	No
Action Step		**Anticipated Start/Completion Date**	
Time is included in the master schedule for grade level meetings, department meetings and PLCs		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Master schedule	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PBIS will be implemented. Students will understand the PBIS expectations which will lead to a positive school environment.	PBIS Team, Monthly PBIS Meetings

Action Plan For: PBIS

Measurable Goals:
• GOAL: By June 2028, 60% of students will demonstrate regular attendance.

Action Step		Anticipated Start/Completion Date	
Develop a new attendance policy		2025-07-01	262025-08-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Attendance Policy	No	No
Action Step		**Anticipated Start/Completion Date**	
Develop an attendance team		2025-08-18	2025-09-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Attendance Documents	No	No
Action Step		**Anticipated Start/Completion Date**	
Training on Attendance		2025-09-18	2025-09-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	Attendance policy, attendance documents	No	No
Action Step		**Anticipated Start/Completion Date**	
Attendance team will meet biweekly to review attendance data and will follow updated attendance policy guidelines		2025-10-30	2026-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Attendance Team	Attendance data, policy	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency,

	and Method)
An attendance team will be created and will meet to review student attendance to help improve the regular attendance rate of students.	Attendance team/ biweekly meetings

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Salary - Instructional Coaches	• IXL • MTSS - Focus on Tier 1 Improvement	Salary	2	127629
Benefits - Instructional Coaches	• IXL • MTSS - Focus on Tier 1 Improvement	Salary	1	60441
Total Expenditures				188070

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	• IXL • MTSS - Focus on Tier 1 Improvement	Salaries and benefits for instruction	334222	
Other Expenditures	• IXL • MTSS - Focus on Tier 1 Improvement	Parent and Family Engagement materials and resources	9961	
Total Expenditures			344183	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
IXL	Schedule all professional learning from CLIU (Data coaching, Wisdom Wednesdays, PBIS)
MTSS - Focus on Tier 1 Improvement	Q 1, 2, 3, 4 Wisdom Wednesday sessions will held for staff focusing on engagement (behavior, engagement strategies)

Tier 1 Instructional Strategies

Action Step		
• Q 1, 2, 3, 4 Wisdom Wednesday sessions will held for staff focusing on engagement (behavior, engagement strategies)		
Audience		
Teachers		
Topics to be Included		
Tier 1 instructional strategies that increase student engagement. Focus on Danielson Framework, 3 C: Engaging Students in Learning; 2 a: Creating an Environment of Respect and Rapport; and 3d: Using Assessment During Instruction.		
Evidence of Learning		
Teachers will incorporate the tier 1 strategies that they learned in their lesson plan and in their lessons. The lesson plan format will have teachers plan the instructional strategies they will use before, during and after their lessons.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Teachers, Leadership Team, Coaches, IU	2025-09-17	2026-06-05

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

IXL Goal Setting					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Q3 - Conduct student-led data progress meetings	Teachers, students, parents	Setting goals in IXL	Teachers, Leadership team	09/03/2024	06/09/2025

Communications	
Type of Communication	**Frequency**
Presentation	Quarterly (teacher review)/ 2 times a year at parent teacher conferences

PBIS					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• PBIS expectation posters are hanging in all classrooms, hallways and common areas and communicated.	Students, teachers, parents	PBIS expectations	PBIS team	08/18/2025	06/05/2026
Communications					
Type of Communication			**Frequency**		
Posting on district website			PBIS expectations will be posted on the school website and communicated to teachers and students throughout the school year.		

Approvals & Signatures

Uploaded Files
• affirmation statement.pdf

Chief School Administrator	Date
Bradley Schifko	2025-07-16
Building Principal Signature	**Date**
Anthony Pidgeon	2025-07-15
School Improvement Facilitator Signature	**Date**
Tonya Swavely	2025-06-15