

Stetson MS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Stetson MS		124159002
Address 1		
1060 Wilmington Pike		
Address 2		
City	State	Zip Code
West Chester	PA	19382
Chief School Administrator		Chief School Administrator Email
Dr David Christopher		dchristopher@wcasd.net
Principal Name		
Mary Kay Puchalla		
Principal Email		
mpuchalla@wcasd.net		
Principal Phone Number		Principal Extension
4842662701		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mary Kay Puchalla	Principal	WCASD	mpuchalla@wcasd.net
Macie Basom	Other	WCASD	mbasom@wcasd.net
Tim Bryan	Other	WCASD	tbryan@wcasd.net
Gary Pester	Teacher	WCASD	gpester@wcasd.net
Therese Mandarino	Teacher	WCASD	tmandarino@wcasd.net
Michelle Reilly	Teacher	WCASD	mreilly@wcasd.net
Nicole Lockhart	Data Analyst	WCASD	nlockhart@wcasd.net
Kalia Reynolds	Chief School Administrator	WCASD	kreynolds@wcasd.net
Steve Werner	Parent	WCASD	stevewerner412@gmail.com
PJ Dakes	Community Member	WCASD	pdakes@wcasd.net

Vision for Learning

Vision for Learning

Every Student, Every Day, No Matter What P.R.I.D.E (Purpose, Respect, Integrity, Diversity, Empathy)

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	False 9	False 10	False 11	False 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator	Comments/Notable Observations

ESSA Student Subgroups	
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Students are not meeting targets in Math or ELA
Students are not meeting proficiency targets in ELA but exceeding growth in ELA.
Exceeded Growth Expectation

Meeting regular attendance rates

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Students are not meeting targets in Math or ELA

Not meeting proficiency targets on PSSA

Overall did not meet growth or proficiency on PSSA
--

Below growth goals

65% regular attendance rate

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Overall IXL scores increased BOY to MOY 45% to 60% (15% increase) Proficient or Advanced in ALL categories	good increase
IXL Vocab BOY 49% to 72% MOY (23% increase) Proficient or Advanced — This is an area of SPM for multiple ELA teachers	great increase
IXL Grammar BOY 37% to 50% MOY (13%) Proficient or Advanced	we would like to get higher
Reading Strategies 41% to 46% (5%) Proficient or Advanced	we need to increase our strategy toolbox

English Language Arts Summary

Strengths

Overall IXL scores increased BOY to MOY 45% to 60% (15% increase) Proficient or Advanced in ALL categories
IXL Vocab BOY 49% to 72% MOY (23% increase) Proficient or Advanced — This is an area of SPM for multiple ELA teachers
IXL Grammar BOY 37% to 50% MOY (13%) Proficient or Advanced

Challenges

Reading Strategies 41% to 46% (5%) Proficient or Advanced

Mathematics

Data	Comments/Notable Observations
79% of accelerated 7th graders are proficient or advanced.	we want to increase
94% of our 7th grade algebra students are already proficient or advanced on the functions and coordinate geometry.	we are impressed by data
SMS is 2% higher than the district's score in numbers and operations in the Fall	we would like to increase this percentage

Mathematics Summary

Strengths

79% of accelerated 7th graders are proficient or advanced.
--

94% of our 7th grade algebra students are already proficient or advanced on the functions and coordinate geometry.

SMS is 2% higher than the district's score in numbers and operations in the Fall

Challenges

SMS is 2% higher in number and operations than the district.

NO DATA POINT EXACTLY but our Grade Level students are not retaining information of mastery even when teaching in a mastery learning environment

Not all 8th grade students are being exposed to 8th grade math standards.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science grades correlate with the scores on state assessments. Majority of students are performing well (80% 6th, 51 % 7th, 61% honors 8th, 49% grade level 8)	continue to implement additional reading strategies for our struggling students in grade level science class

Science, Technology, and Engineering Education Summary

Strengths

Science grades correlate with the scores on state assessments. Majority of students are performing well (80% 6th, 51 % 7th, 61% honors 8th, 49% grade level 8)

Challenges

Grade level performs about 20 % lower than honors for science

Related Academics

Career Readiness

Data	Comments/Notable Observations
While College Career Readiness below the statewide average, our percentage has grown 40% since 2020.	Continue to make sure our students are prepared for college and career opportunities

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)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
85 Percent of students have As in World Cultures / Geography	Continue to make real-world connections with students and the curriculum

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.

Science grades correlate with the scores on state assessments. Majority of students are performing well (80% 6th, 51 % 7th, 61% honors 8th, 49% grade level 8)

While College Career Readiness below the statewide average, our percentage has grown 40% since 2020.

85 Percent of students have As in World Cultures / Geography

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.

Performance Matter Data does not reflect experience at school. For example, 163 lunch detentions (as of 02/16) but only 23 level 1s in the system.

Level 3 behavior referrals are at 57% (12/21) of the data for the entire district.

College career readiness dropped 58% in 2020 whereas statewide dropped just 3%

Grade level performs about 20 % lower than honors for science

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

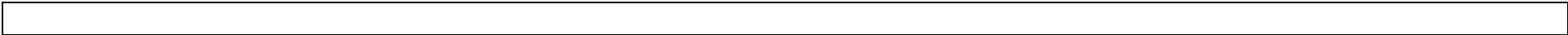
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Asian students are exceeding other student groups
Multi-racial student groups is trending up in a number of categories.

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.

Student groups have low regular attendance rates
Math growth and proficiency rates are low for all historically underperforming student groups



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	Exemplary
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	Operational
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	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	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Exemplary
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	Emerging

Summary

Strengths

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

>

Identify professional learning needs through analysis of a variety of data
Implement a multi-tiered system of supports for academics and behavior

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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Monitor and evaluate the impact of professional learning on staff practices and student learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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
Students are not meeting targets in Math or ELA	False
Students are not meeting proficiency targets in ELA but exceeding growth in ELA.	False
Overall IXL scores increased BOY to MOY 45% to 60% (15% increase) Proficient or Advanced in ALL categories	False
IXL Vocab BOY 49% to 72% MOY (23% increase) Proficient or Advanced — This is an area of SPM for multiple ELA teachers	False
Exceeded Growth Expectation	False
Meeting regular attendance rates	False
IXL Grammar BOY 37% to 50% MOY (13%) Proficient or Advanced	False
79% of accelerated 7th graders are proficient or advanced.	True
94% of our 7th grade algebra students are already proficient or advanced on the functions and coordinate geometry.	False
SMS is 2% higher than the district's score in numbers and operations in the Fall	False
Science grades correlate with the scores on state assessments. Majority of students are performing well (80% 6th, 51 % 7th, 61% honors 8th, 49% grade level 8)	False
Science grades correlate with the scores on state assessments. Majority of students are performing well (80% 6th, 51 % 7th, 61% honors 8th, 49% grade level 8)	False
While College Career Readiness below the statewide average, our percentage has grown 40% since 2020.	True
85 Percent of students have As in World Cultures / Geography	False
Identify professional learning needs through analysis of a variety of data	False
Implement a multi-tiered system of supports for academics and behavior	False
Asian students are exceeding other student groups	False
Multi-racial student groups is trending up in a number of categories.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Students are not meeting targets in Math or ELA	False
Not meeting proficiency targets on PSSA	True
Reading Strategies 41% to 46% (5%) Proficient or Advanced	False
Overall did not meet growth or proficiency on PSSA	False
65% regular attendance rate	False
Below growth goals	False
SMS is 2% higher in number and operations than the district.	False
NO DATA POINT EXACTLY but our Grade Level students are not retaining information of mastery even when teaching in a mastery learning environment	False
Not all 8th grade students are being exposed to 8th grade math standards.	False
Grade level performs about 20 % lower than honors for science	False
Performance Matter Data does not reflect experience at school. For example, 163 lunch detentions (as of 02/16) but only 23 level 1s in the system.	False
Level 3 behavior referrals are at 57% (12/21) of the data for the entire district.	False
College career readiness dropped 58% in 2020 whereas statewide dropped just 3%	False
Grade level performs about 20 % lower than honors for science	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Student groups have low regular attendance rates	False
Math growth and proficiency rates are low for all historically underperforming student groups	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Not meeting proficiency targets on PSSA		True
Math growth and proficiency rates are low for all historically underperforming student groups		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
79% of accelerated 7th graders are proficient or advanced.	
While College Career Readiness below the statewide average, our percentage has grown 40% since 2020.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Using IXL data to drive targeted Tier 1 small group instruction, students will meet or exceed expected growth on IXL diagnostics and improve performance on state math assessments.
	If we develop stronger relationships with our students and their families through communication, with empathy, then we will see our students take more ownership in their attendance and academic success.

Goal Setting

Priority: Using IXL data to drive targeted Tier 1 small group instruction, students will meet or exceed expected growth on IXL diagnostics and improve performance on state math assessments.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, at least 65% of students will grow at least 120 points on the IXL real-time diagnostic from September to May.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, 100% of students enrolled will have completed the IXL real-time diagnostic and all teachers will have identified at least one small group of students between the 20th and 30th percentile for each of their grade level math classes.	By December 31, 2026, at least 65% of students will grow at least 40 points on the IXL real-time diagnostic from September to December.	By March 30, 2027, at least 65% of students will grow at least 80 points on the IXL real-time diagnostic from September to March.	By June 30, 2027, at least 65% of students will grow at least 120 points on the IXL real-time diagnostic from September to May.

Priority: If we develop stronger relationships with our students and their families through communication, with empathy, then we will see our students take more ownership in their attendance and academic success.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 92% of students in all student groups will have regular attendance			
Measurable Goal Nickname (35 Character Max)			
Attendance Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, 2026, 92 % of students in all student groups will have regular attendance	By January 31th, 2027, 89% of students in all student groups will have regular attendance	By April 30, 2027, 90% of students in all student groups will have regular attendance	By June 30, 2027, 92% of students in all student groups will have regular attendance

Action Plan

Measurable Goals

Math Goal	Attendance Goal
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Action Plan For: Check and Connect Mentoring

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2027, 92% of students in all student groups will have regular attendance

Action Step		Anticipated Start Date	Anticipated Completion Date
Continue check in check out protocol		2026-08-31	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TSI Team	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review building standards for teacher communication with parents, and review the protocol for positive communication home accountability		2026-08-24	2026-08-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Team	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review criteria for identifying students in need of check-in/check-out.		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Meeting Team	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide names of students in need & Identify staff members that will participate as mentors		2026-06-12	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

TSI Team/Teacher volunteer	none	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Meet with Mentors to review expectations and protocols of meetings		2026-08-24	2026-08-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TSI Team	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Decide check in/out meeting locations and times		2026-08-24	2026-08-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assigned mentors	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review with Mentors how to monitor goals for attendance		2026-08-24	2026-08-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TSI Team	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review Quarterly progress on goals		2026-10-30	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TSI Team	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review progress based on progress monitoring		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assigned mentors	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish Criteria for exiting student from check in/out		2026-10-26	2026-10-26

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assigned mentors	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
End of year party to celebrate progress!		2027-05-28	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TSI Team	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Motivational quarterly rewards		2026-10-30	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TSI Team	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Make note of attendance issues during team meetings.		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
staff members	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Celebratory letter home to parents after successful mentorship!		2027-06-11	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TSI Team	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Present the check/connect program to the faculty and ask for volunteers to serve as mentors		2026-05-19	2026-05-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
TSI Team	none	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data Tracking documents; mentor paperwork, family connection letters	reviewing attendance data points each marking period

Action Plan For: Student Data Reflection

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2027, at least 65% of students will grow at least 120 points on the IXL real-time diagnostic from September to May.

Action Step		Anticipated Start Date	Anticipated Completion Date
Schoolwide IXL training.		2026-08-25	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Madarino, Basom, Lockhart	none	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the IXL real-time diagnostic in their math classes.		2026-09-21	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review September IXL data in PLCs.		2026-10-05	2026-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mandarino, Basom, Lockhart, math teachers	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use IXL data to establish at least one small group (students between the 20th and 30th percentile) for each of their grade level math classes.		2026-10-05	2026-10-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

math teachers, Mandarino, Basom, Lockhart	none	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Spend period conferencing with students for goal-setting twice per year -- after September and March IXL diagnostic.		2026-10-05	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers	IXL reflection sheets, Student reflection on IXL and PSSA	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Homeroom teachers will have students enter the arena for 10 minutes every other Thursday Falcon Period (non-club weeks).		2026-10-05	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
homeroom teachers	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will integrate practice time for students to improve on recommended and grade level skills each week		2026-10-05	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students update reflection sheets on a quarterly basis.		2026-10-05	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review student data and instructional materials for small group instruction at least once per cycle in PLCs.		2026-10-19	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers, Mandarino, Lockhart, Basom	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the IXL real-time diagnostic in their math classes.		2026-11-30	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review December IXL data in PLCs.		2026-12-21	2027-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers, Mandarino, Basom, Lockhart	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Adjust small groups (students between the 20th and 30th percentile) for each of their grade level math classes.		2026-12-21	2027-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers, Mandarino, Basom, Lockhart	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Winter IXL Incentive - teachers will promote increased use of IXL with the added incentive of a reward for growth		2027-01-04	2027-01-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Spring IXL Incentive - teachers will promote increased use of IXL with the added incentive of a reward for growth		2027-03-02	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the IXL real-time diagnostic in their math classes.		2027-03-08	2027-03-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review March IXL data in PLCs.		2027-03-22	2027-04-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers, Mandarino, Basom, Lockhart	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use March IXL data to adjust small groups (students between the 20th and 30th percentile) for each of their grade level math classes.		2027-03-22	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

math teachers, Mandarin, Basom, Lockhart	none	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the IXL real-time diagnostic in their math classes.		2027-05-10	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers	none	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review May IXL data in PLCs.		2027-06-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
math teachers, Mandarin, Basom, Lockhart	none	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reflection sheets, IXL data	quarterly benchmark data

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Student Data Reflection	Schoolwide IXL training.

IXL Overview

Action Step		
• Schoolwide IXL training.		
Audience		
Teaching Staff		
Topics to be Included		
IXL usage, student metacognition and reflection		
Evidence of Learning		
Exit Ticket		
Lead Person/Position	Anticipated Start	Anticipated Completion
IXL Trainer	2026-08-24	2026-10-31

Learning Format

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

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Mary Kay Puchalla	2026-06-04
School Improvement Facilitator Signature	Date