

**Eisenhower El Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Eisenhower El Sch		105628302
<b>Address 1</b>		
3700 Route 957		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Russell	PA	16345
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<b>Principal Name</b>		
Mr. Brian Reynolds		
<b>Principal Email</b>		
ReynoldsB@wcsdpa.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
(814) 757-4507		2108
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

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## **Vision for Learning**

### **Vision for Learning**

Our mission at Eisenhower Elementary School is to work together to build a safe, respectful, and nurturing environment focused on maximizing each child's sense of well-being and acquisition of skills for lifelong learning.

## Future Ready PA Index

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

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

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
2022 -2023 ELA PSSA Participation: The All Student Group had a PA ELA State Assessment Participation Rate of 100%.	2022 -2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%. Students in the White subgroup had a PA State Assessment Participation Rate of 100%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.
2022 -2023 Math PSSA Participation: The All Student Group had a PA Math State Assessment Participation Rate of 98.1%.	2022 -2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 98.1%. Students in the White subgroup had a PA State Assessment Participation Rate of 98.1%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 98.4%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.
2022 -2023 Science PSSA Participation: The All Student Group had a PA Science State Assessment Participation Rate of 100%.	2022 -2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%. Students in the White subgroup had a PA State Assessment Participation Rate of 100%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%. Students in the Students with Disabilities subgroup: IS.

### Challenges

Indicator	Comments/Notable Observations
2022 -2023 PSSA ELA All Student Group scored 53.2% Proficient or Advanced.	2022-2023 ELA PSSA Achievement: Students in the White subgroup: 53.5% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 36.5% scored proficient or advanced. Students in the Students with Disabilities subgroup: 25.0% scored proficient or advanced. ELA Growth: Students in the All Student Group earned an Academic Growth Score of 68.0% and did not meet the

	<p>standard demonstrating growth 70.0%. The Statewide Average Growth Score was 75.4%. Students in the White subgroup earned an Academic Growth Score of 67.0% and did not meet the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 69.0% and did not meet the standard demonstrating growth. Students in the Students with Disabilities subgroup: IS. ELA Advanced on the ELA PSSA: 8.9% of the All Student Group scored advanced on the ELA PSSA, which is below the statewide average of 15.0%. 9.0% of students in the White subgroup scored advanced on the ELA PSSA. 7.9% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA. 3.1% of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.</p>
<p>2022 -2023 PSSA Math All Student Group scored 52.3 % Proficient or Advanced.</p>	<p>2022-2023 Math PSSA Achievement: Students in the White subgroup: 52.0.% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 41.9 % scored proficient or advanced. Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced. Math Growth: Students in the All Student Group earned an Academic Growth Score of 100% and exceeded the standard demonstrating growth 70.0%. The Statewide Average Growth Score was 74.9%. Students in the White subgroup earned an Academic Growth Score of 100% and exceeded the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 91.0 % and exceeded the standard demonstrating growth. Students in the Students with Disabilities subgroup: IS. Math Advanced on the Math PSSA: 19.4% of the All Student Group scored advanced on the Math PSSA, which is below the statewide average of 14.0%. 19.1% of students in the White subgroup scored advanced on the Math PSSA. 17.7% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA. 6.3% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.</p>
<p>2022 -2023 PSSA Science All Student Group scored 83.9% Proficient or Advanced.</p>	<p>2022-2023 Science PSSA Achievement: Students in the White subgroup: 83.3% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 70.4% scored proficient or advanced. Students in the Students with Disabilities subgroup: IS. Science Growth: Students in the All Student Group earned an Academic Growth Score of 72.0% and did meet the standard demonstrating growth 70.0%. The Statewide Average Growth Score was 74.7%. Students in the White subgroup earned an Academic Growth Score of 73.0% and did meet the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 72.0% and did meet the standard demonstrating growth. Students in the Students with Disabilities subgroup: IS. Science Advanced on the Science PSSA: 33.9% of the All Student Group scored advanced on the Science PSSA, which is above the statewide average of 26.0%. 35.0% of students in the White subgroup scored advanced on the Science PSSA. 29.6% of students in the Economically Disadvantaged subgroup scored advanced on the Science PSSA. Students in the Students with Disabilities subgroup: IS.</p>

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

### Strengths

<b>Indicator</b> 2022-2023 ELA PSSA Participation <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> 2022-2023 ELA PSSA Participation: Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%.
<b>Indicator</b> 2022-2023 Math PSSA Participation <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> 2022-2023 Math PSSA Participation: Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 98.4%.
<b>Indicator</b> 2022-2023 Science PSSA Participation <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> 2022-2023 Science PSSA Participation: Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%.

### Challenges

<b>Indicator</b> 2022 -2023 ELA PSSA Achievement <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Students in the Economically Disadvantaged subgroup: 36.5% scored proficient or advanced.
<b>Indicator</b> 2022 -2023 Math PSSA Achievement <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Students in the Economically Disadvantaged subgroup: 41.9% scored proficient or advanced.
<b>Indicator</b> 2022 -2023 Science PSSA Achievement <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Students in the Economically Disadvantaged subgroup: 70.4% scored proficient or advanced.



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.

2022 -2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.
2022 -2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 98.1%.
2022 -2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.
2022 -2023 PSSA Science All Student Group scored 83.9% Proficient or Advanced.

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.

2022 -2023 PSSA ELA All Student Group scored 53.2% Proficient or Advanced.
2022 -2023 PSSA Math All Student Group scored 52.3% Proficient or Advanced.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
2021-2022 ELA PSSA Grades 3-5	<p>PSSA - ELA - Grade 3 - 2022-2023 (SCALE 1=BB, 2=B, 3=P, 4=A) Grade 3 = 54.5% Proficiency Total Students Tested: 66 Advanced= 9 (13.6%) Proficient= 27 (40.9%) Basic= 22 (33.3%) Below Basic= 8 (12.1%) PSSA - ELA - Grade 3</p> <p>PSSA - ELA - Grade 3 - 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A) A-K.1 (Anchor 1.1) - Key Ideas and Details 2.08 A-K.1 (Anchor 6.1) - A: Literature Text 2.08 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas 2.56 A-C.2 (Anchor 6.2) - A: Literature Text 2.56 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use 2.53 A-V.4 (Anchor 6.4) - A: Literature Text 3 B-V.4 (Anchor 7.4) - B: Informational Text 2.39 B-K.1 (Anchor 1.2) - Key Ideas and Details 3.45 B-K.1 (Anchor 7.1) - B: Informational Text 3.45 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas 2.41 B-C.2 (Anchor 7.2) - B: Informational Text 2.41 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas 1.56 B-C.3 (Anchor 7.3) - B: Informational Text 1.56 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use 2.39 D.1 (Anchor 4.1) - Conventions of Standard English (Writing) 2.88 D.2 (Anchor 4.2) - Conventions of Standard English (Writing) 2.29 Grade 4 = 54% Proficiency Total Students Tested: 50 Advanced= 7 (14%) Proficient= 20 (40%) Basic= 18 (36%) Below Basic= 5 (10%) PSSA - ELA - Grade 4 - 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A) A-K.1 (Anchor 1.1) - Key Ideas and Details 3.4 A-K.1 (Anchor 6.1) - A: Literature Text 3.4 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use 3.34 A-V.4 (Anchor 6.4) - A: Literature Text 3.34 B-K.1 (Anchor 1.2) - Key Ideas and Details 2.86 B-K.1 (Anchor 7.1) - B: Informational Text 2.86 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas 1.92 B-C.2 (Anchor 7.2) - B: Informational Text 1.92 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas 2.74 B-C.3 (Anchor 7.3) - B: Informational Text 2.86 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use 3.58 B-V.4 (Anchor 7.4) - B: Informational Text 3.58 D.1 (Anchor 4.1) - Conventions of Standard English (Writing) 3 D.2 (Anchor 4.2) - Conventions of Standard English (Writing) 2.62 E.1 (Anchor 5.1) Text-Dependent Analysis (Reading/Writing) 1.38 Grade 5 = 64.7% Proficiency Total Students Tested: 68 Advanced= 6 (8.8%) Proficient= 38 (55.9%) Basic= 20 (29.4%) Below Basic= 4 (5.9%) PSSA - ELA - Grade 5 - 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A) A-K.1 (Anchor 1.1) - Key Ideas and Details= 2.1 A-K.1 (Anchor 6.1) - A: Literature Text= 2.1 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas= 3.44 A-C.2 (Anchor 6.2) - A: Literature Text= 3.44 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 3.13 A-V.4 (Anchor 6.4) - A: Literature Text= 3.13 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.93 B-K.1 (Anchor 7.1) - B: Informational Text= 2.93 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas= 1.56 B-C.3 (Anchor 7.3) - B: Informational Text= 1.56 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 3.57 B-V.4 (Anchor 7.4) - B: Informational Text= 3.57 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 2.34 D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 2.76 E.1 (Anchor 5.1) Text-Dependent Analysis (Reading/Writing)= 2.21</p>
2023-2024	<p>DIBELS Reading - 2024- End of Year - Grade K Composite Score Well Below Benchmark 5 = 9% Below</p>

DIBELS Reading Grade K	<p>Benchmark 4 = 8% At Benchmark 22 = 41% Above Benchmark 22 = 42% Letter Names (LNF) Well Below Benchmark 10 = 19% Below Benchmark 9 = 17% At Benchmark 34 = 64% Above Benchmark NA Phonemic Awareness (PSF) Well Below Benchmark 10 = 19% Below Benchmark 9 = 17% At Benchmark 18 = 34% Above Benchmark 16 = 30% Letter Sounds (NWF-CLS) Well Below Benchmark 4 = 8% Below Benchmark 5 = 9% At Benchmark 20 = 38% Above Benchmark 24 = 45% Decoding (NWF-WRC) Well Below Benchmark 6 = 11% Below Benchmark 3 = 6% At Benchmark 16 = 30% Above Benchmark 28 = 53% Word Reading (WRF) Well Below Benchmark 5 = 9% Below Benchmark 10 = 19% At Benchmark 24 = 46% Above Benchmark 14 = 26%</p>
2023-2024 DIBELS Reading Grade 1	<p>DIBELS Reading - 2024- End of Year - Grade 1 Composite Score Well Below Benchmark 5 = 8% Below Benchmark 2 = 3% At Benchmark 18 = 28% Above Benchmark 39 = 61% Letter Names (LNF) Well Below Benchmark 7 = 11% Below Benchmark 7 = 11% At Benchmark 50 = 78% Above Benchmark NA Phonemic Awareness (PSF) Well Below Benchmark 2 = 3% Below Benchmark 7 = 11% At Benchmark 51 = 80% Above Benchmark 4 = 6% Letter Sounds (NWF-CLS) Well Below Benchmark 7 = 11% Below Benchmark 1 = 2% At Benchmark 21 = 33% Above Benchmark 35 = 54% Decoding (NWF-WRC) Well Below Benchmark 6 = 9% Below Benchmark 1 = 2% At Benchmark 22 = 34% Above Benchmark 35 = 55% Word Reading (WRF) Well Below Benchmark 5 = 8% Below Benchmark 5 = 8% At Benchmark 22 = 34% Above Benchmark 32 = 50% Reading Accuracy (ORF-Accu) Well Below Benchmark 5 = 8% Below Benchmark 4 = 6% At Benchmark 55 = 86% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 5 = 8% Below Benchmark 6 = 9% At Benchmark 11 = 17% Above Benchmark 42 = 66%</p>
2023-2024 DIBELS Reading Grade 2	<p>DIBELS Reading - 2024- End of Year - Grade 2 Composite Score Well Below Benchmark 15 = 28% Below Benchmark 9 = 17% At Benchmark 12 = 22% Above Benchmark 18 = 33% Letter Sounds (NWF-CLS) Well Below Benchmark 11 = 20% Below Benchmark 11 = 20% At Benchmark 24 = 45% Above Benchmark 8 = 15% Decoding (NWF-WRC) Well Below Benchmark 13 = 24% Below Benchmark 5 = 9% At Benchmark 29 = 54% Above Benchmark 7 = 13% Word Reading (WRF) Well Below Benchmark 14 = 7% Below Benchmark 9 = 17% At Benchmark 25 = 46% Above Benchmark 6 = 11% Reading Accuracy (ORF-Accu) Well Below Benchmark 7 = 13% Below Benchmark 8 = 15% At Benchmark 39 = 72% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 22 = 41% Below Benchmark 8 = 15% At Benchmark 11 = 20% Above Benchmark 13 = 24% Reading Comprehension (MAZE) Well Below Benchmark 21 = 38% Below Benchmark 2 = 4% At Benchmark 16 = 30% Above Benchmark</p>

	15 = 28%
2023-2024 DIBELS Reading Grade 3	<p>DIBELS Reading - 2024 End of Year - Grade 3 Composite Score Well Below Benchmark 5 = 11% Below Benchmark 13 = 28% At Benchmark 9 = 20% Above Benchmark 19 = 41%</p> <p>Letter Sounds (NWF-CLS) Well Below Benchmark 6 = 13% Below Benchmark 11 = 24% At Benchmark 24 = 52% Above Benchmark 5 = 11% Decoding (NWF-WRC) Well Below Benchmark 4 = 9% Below Benchmark 11 = 24% At Benchmark 26 = 56% Above Benchmark 5 = 11% Word Reading (WRF) Well Below Benchmark 12 = 26% Below Benchmark 6 = 13% At Benchmark 24 = 52% Above Benchmark 4 = 9% Reading Accuracy (ORF-Accu) Well Below Benchmark 1 = 2% Below Benchmark 3 = 7% At Benchmark 42 = 91% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 8 = 17% Below Benchmark 14 = 30% At Benchmark 9 = 20% Above Benchmark 15 = 33% Reading Comprehension (MAZE) Well Below Benchmark 10 = 22% Below Benchmark 2 = 4% At Benchmark 11 = 24% Above Benchmark 23 = 50%</p>
2023-2024 DIBELS Reading Grade 4	<p>DIBELS Reading - 2024 End of Year - Grade 4 Composite Score Well Below Benchmark 14 = 26% Below Benchmark 11 = 21% At Benchmark 12 = 23% Above Benchmark 16 = 30% Reading Accuracy (ORF-Accu) Well Below Benchmark 3 = 6% Below Benchmark 3 = 6% At Benchmark 47 = 88% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 14 = 26% Below Benchmark 11 = 21% At Benchmark 18 = 34% Above Benchmark 10 = 19% Reading Comprehension (MAZE) Well Below Benchmark 14 = 26% Below Benchmark 9 = 17% At Benchmark 15 = 29% Above Benchmark 15 = 28%</p>
2023-2024 DIBELS Reading Grade 5	<p>DIBELS Reading - 2024 End of Year - Grade 5 Composite Score Well Below Benchmark 14 = 23% Below Benchmark 7 = 12% At Benchmark 14 = 23% Above Benchmark 25 = 42% Reading Accuracy (ORF-Accu) Well Below Benchmark 2 = 3% Below Benchmark 6 = 10% At Benchmark 52 = 87% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 14 = 23% Above Benchmark 14 = 23% Above Benchmark 26 = 44% Reading Comprehension (MAZE) Well Below Benchmark 8 = 13% Below Benchmark 6 = 10% At Benchmark 20 = 33% Above Benchmark 26 = 44%</p>
2023-2024 CDT ELA Grades 3-5	<p>2023-2024 ELA CDT Grades 3-5 Proficient or Advanced: Grade 3 BOY- 22 of 45 (48.89%) MOY- 28 of 45 (62.22%) EOY- 33 of 45 (73.33%) Grade 4 BOY- 22 of 53 (41.51%) MOY- 27 of 53 (50.94%) EOY- 39 of 53 (73.58%) Grade 5 BOY- 25 of 61 (40.98%) MOY- 27 of 61 (44.26%) EOY- 27 of 60 (45.00%)</p>

## English Language Arts Summary

### Strengths

DIBELS Reading - 2023 End of Year - Grade K Composite Score = 83% At or Above Benchmark

2021-2022 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 97.8%

### Challenges

The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 45.4% (30 of 66 students), Grade 4= 46% (23 of 50 students), and Grade 5= 35.3% (24 of 68 students)

The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 73.33% (33 of 45 students), Grade 4= 73.58% (39 of 53 students), and Grade 5= 45.00% (27 of 60 students)

### Mathematics

Data	Comments/Notable Observations
2023-2024 mCLASS Math Grade 3	<p>2023-2024 mCLASS Math Grade 3 Students Tested = 46 Overall Intensive 4 = 9% Strategic 10 = 22% Benchmark 32 = 69% Number Facts Intensive 4 = 9% Strategic 6 = 13% Benchmark 36 = 78% Qty. Discrimination Intensive 5 = 11% Strategic 19 = 41% Benchmark 22 = 48% Missing Number Intensive 12 = 26% Strategic 27 = 59% Benchmark 7 = 15% Computation Intensive 1 = 2% Strategic 11 = 24% Benchmark 34 = 74% Concepts Intensive 2 = 4% Strategic 5 = 11% Benchmark 39 = 85%</p>
2023-2024 CDT Math Grades 3-5	<p>2023-2024 Math CDT Grades 3-5 Proficient or Advanced: Grade 3 BOY- 3 of 45 (6.67%) MOY- 10 of 45 (22.22%) EOY- 18 of 45 (40.00%) Grade 4 BOY- 4 of 53 (7.55%) MOY- 15 of 52 (28.85%) EOY- 28 of 53 (52.83%) Grade 5 BOY- 15 of 61 (24.59%) MOY- 15 of 61 (24.59%) EOY- 16 of 60 (26.67%)</p>
2021-2022 Math PSSA Grades 3-5	<p>Grade 3 = 60% Proficiency Total Students Tested: 65 Advanced= 15 (23.1%) Proficient= 24 (36.9%) Basic= 17 (26.2%) Below Basic= 9 (13.8%) PSSA - Math - Grade 3 Numbers and Operations In Base Ten ~ Use place-value understanding and properties of operations to perform multi-digit arithmetic.= 3.34 Numbers and Operations - Fractions ~ Develop an understanding of fractions as numbers.= 2.88 Operations and Algebraic Thinking ~ Represent and solve problems involving multiplication and division.= 3.71 Operations and Algebraic Thinking ~ Understand properties of multiplication and the relationship between multiplication and division.= 2.58 Operations and Algebraic Thinking ~ Solve problems involving the four operations, and identify and explain patterns in arithmetic.= 2.77 Geometry ~ Reason with shapes and their attributes.= 2.52 Measurement and Data ~ Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.= 2.77 Measurement and Data ~ Represent and interpret data.= 3.82 Measurement and Data ~ Geometric measurement: understand concepts of area and relate area to multiplication and to addition.= 2.23 Measurement and Data ~ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.= 1.74 Grade 4 = 20% Proficiency Total Students Tested: 50 Advanced= 4 (8%) Proficient= 6 (12%) Basic= 24 (48%) Below Basic= 16 (32%) PSSA - Math - Grade 4 Numbers and Operations in Base Ten ~ Generalize place-value understanding for multi-digit whole numbers.= 2.32 Numbers and Operations in Base Ten ~ Use place-value understanding and properties of operations to perform multi-digit arithmetic.= 2.2 Numbers and Operations - Fractions ~ Extend understanding of fraction equivalence and ordering.=</p>

	<p>1.84 Numbers and Operations - Fractions ~ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.= 3.02 Numbers and Operations - Fractions ~ Understand decimal notation for fractions and compare decimal fractions.= 2.4 Operations and Algebraic Thinking ~ Use the four operations with whole numbers to solve problems.= 3.5 Operations and Algebraic Thinking ~ Gain familiarity with factors and multiples.= 1.38 Operations and Algebraic Thinking ~ Generate and analyze patterns.= 3.06 Geometry ~ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.= 1.88 Measurement and Data ~ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.= 2.46 Measurement and Data ~ Represent and interpret data.= 3 Measurement and Data ~ Geometric measurement: understand concepts of angle; measure and create angles.= 1.7 Grade 5 = 39.7% Proficiency Total Students Tested: 68 Advanced= 4 (5.9%) Proficient= 23 (33.8%) Basic= 27 (39.7%) Below Basic= 14 (20.6%) PSSA - Math- Grade 5 Numbers and Operations in Base Ten ~ Understand the place-value system. 1.22 Numbers and Operations in Base Ten ~ Perform operations with multi-digit whole numbers and with decimals to hundredths. 3.28 Numbers and Operations - Fractions ~ Use equivalent fractions as a strategy to add and subtract fractions. 2.41 Numbers and Operations - Fractions ~ Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 1.56 Operations and Algebraic Thinking ~ Write and interpret numerical expressions. 2.53 Operations and Algebraic Thinking ~ Analyze patterns and relationships. 1.72 Geometry ~ Graph points on the coordinate plane to solve real-world and mathematical problems. 2.07 Geometry ~ Classify two-dimensional figures into categories based on their properties. 3.22 Measurement and Data ~ Convert like measurement units within a given measurement system. 1.71 Measurement and Data ~ Represent and interpret data. 2.96 Measurement and Data ~ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 1.53</p>
2023-2024 mCLASS Math Grade K	<p>2023-2024 mCLASS Math Grade K Students Tested = 52 Overall Intensive 6 = 12% Strategic  26 = 50% Benchmark 9 = 38% Num. Identification Intensive 13 = 25% Strategic 32 = 62%  Benchmark 7 = 13% Qty. Discrimination Intensive 6 = 12% Strategic 20 = 38%  Benchmark 26 = 50% Counting Intensive 1 = 2% Strategic 34 = 65% Benchmark 17 =  33% Missing Number Intensive 6 = 12% Strategic 25 = 48% Benchmark 21 = 40%</p>
2023-2024 mCLASS Math Grade 1	<p>2023-2024 mCLASS Math Grade 1 Students Tested = 61 Overall Intensive 10 = 16% Strategic 25 = 41%  Benchmark 26 = 43% Num. Identification Intensive 15 = 25% Strategic 27 = 44% Benchmark  19 = 31% Number Facts Intensive 6 = 10% Strategic 24 = 39% Benchmark 31 = 51% Qty.  Discrimination Intensive 8 = 13% Strategic 13 = 21% Benchmark 40 = 66% Counting  Intensive 4 = 7% Strategic 54 = 88% Benchmark 3 = 5% Missing Number Intensive  11 = 18% Strategic 25 = 41% Benchmark 25 = 41% Next Number Intensive 11 = 18%  Strategic 41 = 67% Benchmark 9 = 61%</p>
2023-2024 mCLASS Math	<p>2023-2024 mCLASS Math Grade 2 Students Tested= 54 Overall Intensive 13 = 24% Strategic 29 =  54% Benchmark 12 = 22% Number Facts Intensive 10 = 19% Strategic 20 = 37%</p>

Grade 2	Benchmark	25 =	44%	Qty. Discrimination	Intensive	8 =	15%	Strategic	37 =	68%
	Benchmark	9 =	17%	Missing Number	Intensive	32 =	59%	Strategic	14 =	26%
	Benchmark	8 =	15%	Computation	Intensive	18 =	33%	Strategic	25 =	47%
		11 =	20%	Concepts	Intensive	8 =	15%	Strategic	33 =	61%
			24%							Benchmark 13 =

## Mathematics Summary

### Strengths

2022-2023 mCLASS Math Grade K- 2023 End of Year Overall Score = 41% At Benchmark
2021-2022 PSSA Mathematics All Student Group had a PA State Assessment Participation Rate of 97.2%.

### Challenges

The 2021-2022 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 40% (26 of 65 students), Grade 4= 80% (40 of 50 students), and Grade 5= 60.3% (41 of 68 students)
The 2023-2024 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 38.9% (21 of 54 students), Grade 4= 42.9% (27 of 63 students), and Grade 5= 26.9% (14 of 52 students)

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2023-2024 CDT Science Grades 4	2023-2024 Science CDT Grades 4 Proficient or Advanced: Grade 4 BOY- 29 of 53 (54.72%) MOY- 42 of 53 (79.25%) EOY- 39 of 51 (76.47%)
2021-2022 PSSA Science Grade 4	PSSA Science Grade 4 = 76% Proficiency Total Students Tested: 50 Advanced= 16 (32%) Proficient= 22 (44%) Basic= 10 (20%) Below Basic= 2 (4%) PSSA - Science - Grade 4 - 2021-22 (4/15/2022) Reasoning and Analysis= 1.74 Processes, Procedures and Tools of Scientific Investigations= 2.36 Systems, Models and Patterns= 2.28 Identify and describe similarities and differences between living things and their life processes.= 1.68 Continuity of Life= 1.66 Ecological Behavior and Systems= 3.46 Recognize basic energy types and sources, or describe how energy can be changed from one form to another.= 3.5 Identify and describe different types of force and motion, or the effect of the interaction between force and motion.= 2.38 Earth Features and Processes that Change Earth and Its Resources= 3.76 Identify basic weather conditions and how they are measured.= 1.3 Describe Earth's relationship to the sun and the moon.= 1.68

**Science, Technology, and Engineering Education Summary**

**Strengths**

The 2021-2022 Science PSSA percentage of students scoring Proficient or Advanced are as follows: Grade 4= 76% (38 of 50 students).
The 2023-2024 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 76% (38 of 50 students)
2021-2022 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 98%.

**Challenges**

The 2021-2022 Science PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 4= 24% (12 of 50 students).
The 2023-2024 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 4= 24% (12 of 50 students)



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
2022 - 2023 PA Future Ready Index	100% of students demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. This was above the statewide average of 89.6%.
n/a	

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

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

### Summary

#### Strengths

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

5th Grade 100% completion of College and Career Readiness Activities
n/a

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.

None at this time.
n/a

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
English Language Arts/Literature: Subgroup-Students with Disabilities	2022 - 2023 ELA PSSA: Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced.
Math: Subgroup-Students with Disabilities	2022 - 2023 MATH PSSA: Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA: Subgroup-Economically Disadvantaged	2022 - 2023 ELA PSSA: Students in the Economically Disadvantaged subgroup: 41.9% scored proficient or advanced.
Math: Subgroup-Economically Disadvantaged	2022 -2023 MATH PSSA: Students in the Economically Disadvantaged subgroup: 41.9 % scored proficient or advanced.

**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.

None at this time.

**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.

2022 - 2023 ELA PSSA: Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced.
2022 - 2023 MATH PSSA: Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced.
2022 - 2023 ELA PSSA: Students in the Economically Disadvantaged subgroup: 41.9% scored proficient or advanced.
2022 -2023 MATH PSSA: Students in the Economically Disadvantaged subgroup: 41.9 % scored proficient or advanced.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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	Operational

### 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	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?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Identify and address individual student learning needs *

### 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?

Continuously monitor implementation of the school improvement plan and adjust as needed *
Identify professional learning needs through analysis of a variety of data *
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
2022 -2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.	True
2022 -2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 98.1%.	True
2022 -2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.	True
DIBELS Reading - 2023 End of Year - Grade K Composite Score = 83% At or Above Benchmark	False
2021-2022 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 97.8%	False
5th Grade 100% completion of College and Career Readiness Activities	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	True
2021-2022 PSSA Mathematics All Student Group had a PA State Assessment Participation Rate of 97.2%.	False
None at this time.	False
	False
2021-2022 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 98%.	False
2022 -2023 PSSA Science All Student Group scored 83.9% Proficient or Advanced.	True
2022-2023 mCLASS Math Grade K- 2023 End of Year Overall Score = 41% At Benchmark	False
The 2021-2022 Science PSSA percentage of students scoring Proficient or Advanced are as follows: Grade 4= 76% (38 of 50 students).	False
The 2023-2024 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 76% (38 of 50 students)	False
Identify and address individual student learning needs *	True
n/a	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
2022 -2023 PSSA ELA All Student Group scored 53.2% Proficient or Advanced.	True
2022 -2023 PSSA Math All Student Group scored 52.3% Proficient or Advanced.	True
	False
The 2021-2022 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 40% (26 of 65 students), Grade 4= 80% (40 of 50 students), and Grade 5= 60.3% (41 of 68 students)	False
The 2023-2024 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 38.9% (21 of 54 students), Grade 4= 42.9% (27 of 63 students), and Grade 5= 26.9% (14 of 52 students)	True
The 2023-2024 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 4= 24% (12 of 50 students)	False
The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 73.33% (33 of 45 students), Grade 4= 73.58% (39 of 53 students), and Grade 5= 45.00% (27 of 60 students)	True
Identify professional learning needs through analysis of a variety of data *	False
The 2021-2022 Science PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 4= 24% (12 of 50 students).	False
n/a	False
None at this time.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	False
Continuously monitor implementation of the school improvement plan and adjust as needed *	False
2022 - 2023 ELA PSSA: Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced.	False
The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 45.4% (30 of 66 students), Grade 4= 46% (23 of 50 students), and Grade 5= 35.3% (24 of 68 students)	False
2022 - 2023 MATH PSSA: Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced.	False
2022 - 2023 ELA PSSA: Students in the Economically Disadvantaged subgroup: 41.9% scored proficient or advanced.	False
2022 -2023 MATH PSSA: Students in the Economically Disadvantaged subgroup: 41.9 % scored proficient or	False



advanced.	
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### **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.

The PSSA Interim Targets are not being met in ELA, Math, Economically Disadvantaged Student Group, and the Students with Disabilities Student Group. The All Student group not meeting the interim targets in math and ELA and low CDT/PSSA scores are areas of weakness that need addressed.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>2022 -2023 PSSA ELA All Student Group scored 53.2% Proficient or Advanced.</p>	<p>Students in the White subgroup: 52.3% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 41.9% scored proficient or advanced. Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced. ELA Growth: Students in the All Student Group earned an Academic Growth Score of 68% and did not meet the standard demonstrating growth (%). The Statewide Average Growth Score was . Students in the White Subgroup earned an Academic Growth Score of 67.0% and did not meet the standard demonstrating growth. Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 69.0% and did not meet the standard demonstrating growth. ELA Advanced on the ELA PSSA: 10.9% of the All Student Group scored advanced on the ELA PSSA, which is below the statewide average of 8.9%. 9.0 of students in the White subgroup scored advanced on the ELA PSSA. 7.9% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA. NA - IS of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.</p>	<p>True</p>
<p>2022 -2023 PSSA Math All Student Group scored 52.3% Proficient or Advanced.</p>	<p>Students in the White subgroup: 52.0.% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 41.9 % scored proficient or advanced. Students in the Students with Disabilities subgroup: 31.3% scored proficient or advanced. Math Growth: Students in the All Student Group earned an Academic Growth Score of 100% and did meet the standard demonstrating growth 70(%). The Statewide Average Growth Score was 74.9%. Students in the White Subgroup earned an Academic Growth Score of 100% and did not meet the standard demonstrating growth. Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 91.0 % and did not meet the standard demonstrating growth. Math Advanced</p>	<p>True</p>

	on the Math PSSA: 19.4% of the All Student Group scored advanced on the Math PSSA, which is below the statewide average of %. 19.1% of students in the White subgroup scored advanced on the Math PSSA. 17.7% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA. 6.3% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.	
The 2023-2024 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 38.9% (21 of 54 students), Grade 4= 42.9% (27 of 63 students), and Grade 5= 26.9% (14 of 52 students)		False
The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 73.33% (33 of 45 students), Grade 4= 73.58% (39 of 53 students), and Grade 5= 45.00% (27 of 60 students)		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
2022 -2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.	ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%. Students in the White subgroup had a PA State Assessment Participation Rate of 100%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.
2022 -2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 98.1%.	The All Student Group had a PA State Assessment Participation Rate of 98.1% Students in the White subgroup had a PA State Assessment Participation Rate of 98.1%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 98.4%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.
2022 -2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.	
2022 -2023 PSSA Science All Student Group scored 83.9% Proficient or Advanced.	

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	The school overall morale and atmosphere are positive for students, staff and families.
Identify and address individual student learning needs *	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	PSSA ELA scores will increase by following the standards aligned curriculum with fidelity. PSSA ELA scores will increase by using quality resources and providing teachers with the training to best use those resources. PSSA ELA scores will increase by providing targeted instruction through MTSS.
	PSSA math scores will increase by following the standards aligned curriculum with fidelity. PSSA math scores will increase by using quality resources and providing teachers with the training to best use those resources. PSSA math scores will improve by increasing parent involvement with student math mastery.

## Goal Setting

**Priority: PSSA ELA scores will increase by following the standards aligned curriculum with fidelity. PSSA ELA scores will increase by using quality resources and providing teachers with the training to best use those resources. PSSA ELA scores will increase by providing targeted instruction through MTSS.**

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Using the PSSA, Grades 3-5 ELA proficiency scores will improve from 2023-2024 to 2024-2025 by 6%.			
Measurable Goal Nickname (35 Character Max)			
PSSA English Language Arts Score Improvement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data will be gathered at the beginning of the school year.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 ELA proficiency scores will improve from BOY 2024-2025 CDT to MOY 2024-2025 CDT by 2%	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 ELA proficiency scores will improve from MOY 2024-2025 CDT to EOY 2024-2025 CDT by 2%.	Using the PSSA, Grades 3-5 ELA proficiency scores will improve from 2023-2024 to 2024-2025 by 6%.

**Priority: PSSA math scores will increase by following the standards aligned curriculum with fidelity. PSSA math scores will increase by using quality resources and providing teachers with the training to best use those resources. PSSA math scores will improve by increasing parent involvement with student math mastery.**

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Using the PSSA, Grades 3-5 math scores will improve from 2023-2024 to 2024-2025 by 6%.			
Measurable Goal Nickname (35 Character Max)			
PSSA Math Score Improvement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data will be gathered at the beginning of the school year.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 Math proficiency scores will improve from BOY 2024-2025 CDT to MOY 2024-2025 CDT by 2%.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 Math proficiency scores will improve from MOY 2024-2025 CDT to EOY 2024-2025 CDT by 2%.	Using the PSSA, Grades 3-5 Math proficiency scores will improve from 2023-2024 to 2024-2025 by 6%.

<b>Outcome Category</b>			
Parent and family engagement			
<b>Measurable Goal Statement (Smart Goal)</b>			
Due to the parent and family engagement activities initiated at the building level in supporting mathematics practice in the home and using the PSSA, Grades 3-5 math scores will improve from 2023-2024 to 2024-2025 by 6%.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Parent and Family Engagement			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline data will be gathered at the beginning of the school year.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 Math proficiency scores will improve from BOY 2024-2025 CDT to MOY 2024-2025 CDT by 2%.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 Math proficiency scores will improve from MOY 2024-2025 CDT to EOY 2024-2025 CDT by 2%.	Using the PSSA, Grades 3-5 Math proficiency scores will improve from 2023-2024 to 2024-2025 by 6%.

## Action Plan

### Measurable Goals

PSSA English Language Arts Score Improvement	PSSA Math Score Improvement
Math Parent and Family Engagement	

### Action Plan For: Standards Aligned ELA Instruction

#### Measurable Goals:

- Using the PSSA, Grades 3-5 ELA proficiency scores will improve from 2023-2024 to 2024-2025 by 6%.

Action Step		Anticipated Start/Completion Date	
EES will follow the sequenced ELA curriculum map and common assessment schedule using the district adopted Core Knowledge Language Arts literacy suite.		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brian Reynolds/Principal	*WCSD Planned Instruction & Curriculum Maps *CKLA Literacy Suite Resources *Literacy Supplies *Academic Coaching Support *Time for Collaboration with Colleagues	No	
Action Step		Anticipated Start/Completion Date	
EES teachers will participate in Structured Literacy training.		2025-02-17	2025-03-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brian Reynolds/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	Structured Literacy Online Course Additional Literacy Trainings	Yes	
Action Step		Anticipated Start/Completion Date	
EES teachers will benefit from onsite coaching support from CKLA experts who will help reinforce effective use and appropriate pacing of the Core Knowledge Language Arts (CKLA) literacy suite.		2024-10-21	2025-02-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brian Reynolds/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	*CKLA Onsite Coaching *CKLA Literacy Suite Resources	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
EES will utilize DIBELS 8th Edition to administer reading benchmark assessments three times a year to identify areas of strengths and weaknesses. Using benchmark data, EES will create groups to provide targeted instructional support using intervention tools/strategies such as mClass Reading, Boost Reading, ECRI Intensification, and/or additional literacy materials/strategies.		2024-09-04	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brian Reynolds/Principal	*DIBELS 8th Edition *mCLASS *ECRI Intensification *Boost Reading *Additional Literacy Materials/Strategies *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
EES teachers will benefit from ongoing support from the WCSD academic coaching team who will help reinforce best practices.		2024-08-22	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds- Academic Coach	Academic Coaching Team	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans	1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Director of Curriculum, Instruction, & Assessment to determine if teachers are following the district's curriculum pacing guide, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Brian Reynolds to ensure teachers are following the curriculum map and using the CKLA Literacy Suite and district literacy initiatives with fidelity. 3.) Professional Development Attendance and Evaluations will



	be reviewed by the Lynn Shultz, the principals, and academic coaches. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Brian Reynolds.
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### Action Plan For: Standards Aligned Math Instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Due to the parent and family engagement activities initiated at the building level in supporting mathematics practice in the home and using the PSSA, Grades 3-5 math scores will improve from 2023-2024 to 2024-2025 by 6%.</li> <li>Using the PSSA, Grades 3-5 math scores will improve from 2023-2024 to 2024-2025 by 6%.</li> </ul>

Action Step		Anticipated Start/Completion Date	
EES will follow the district's sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brian Reynolds/Principal	*Planned Instruction/Curriculum Maps *SAVVAS Textbook & Resources *Academic Coaching Support *Time to Collaborate with Colleagues	No	
Action Step		Anticipated Start/Completion Date	
Schedule the mathematics block to include small groups at least 3 times a week. Optional training will be offered for best practices in designing and implementing small group instruction.		2024-09-09	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brian Reynolds/Principal	*Math Schedules *Small Group Design & Strategies *Math Resources: SAVVAS & SAVVY, *mCLASS Math (K-3), *CDT Data *ST Math	No	
Action Step		Anticipated Start/Completion Date	
EES will utilize mCLASS Math (K-3) and CDTs (3-5) as benchmarks to be administered three times a year to identify areas of strengths and weaknesses. Using benchmark data, EES will create groups to provide targeted instructional		2024-09-05	2025-05-30

support during the math block at least 3 times a week.			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Brian Reynolds/Principal	*mCLASS Math *CDTs *WCSD Assessment Calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Math teachers will learn and review math best instructional practices and effective use of the SAVVAS math textbook and resources.		2024-09-09	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Brian Reynolds/Principal Academic Coaches	*SAVVAS Textbooks and Resources *Ongoing mathematics instructional support from academic coaches *Online Training Videos - SAVVAS and SAVVY	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
The EES MATH PFE PLAN: Identify, based on teacher input and mathematics data, a set of math skills in each grade level that parents can actively reinforce at home to increase their child's ability to master those skills. Provide training and materials to parents and families to reinforce select math skills. Provide ST Math training to parents and families to share how parents can support student use of ST Math at home.		2024-09-16	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Brian Reynolds/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	*EES's Math Parent and Family Engagement Plan *Administrative and Academic Coaching Support *ST Math Training for Parents *Math Training and Materials for Parents/Families *Social Media/School Web Page *Title I P&F Engagement Supplies ***NOTE: EES Title I Parent and Family Engagement funds will be used in the following ways: 1.) Math manipulatives, games, cards, and additional resources parents can use at home to support mathematics achievement= \$	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home. 5.) Math Parent and Family Engagement Surveys	1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Director of Curriculum, Instruction, & Assessment to determine if teachers are following the district's developed curriculum pacing guide, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Brian Reynolds to ensure teachers are following the curriculum

	<p>map and using the district approved math resources with fidelity. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, the principals, and academic coaches. 4.) Posts of Math Parent &amp; Family Engagement Activities will be made available on the school's Facebook and web page by Principal, Brian Reynolds with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Brian Reynolds with support from Lynn Shultz, and academic coaches.</p>
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Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"><li>Standards Aligned ELA Instruction</li></ul>	Reading Specialist and Paraprofessional Salaries and Benefits	146520
Instruction	<ul style="list-style-type: none"><li>Standards Aligned ELA Instruction</li><li>Standards Aligned Math Instruction</li></ul>	Classroom Supplies	654
Total Expenditures			147174

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards Aligned ELA Instruction	EES teachers will participate in Structured Literacy training.
Standards Aligned ELA Instruction	EES teachers will benefit from onsite coaching support from CKLA experts who will help reinforce effective use and appropriate pacing of the Core Knowledge Language Arts (CKLA) literacy suite.
Standards Aligned ELA Instruction	EES will utilize DIBELS 8th Edition to administer reading benchmark assessments three times a year to identify areas of strengths and weaknesses. Using benchmark data, EES will create groups to provide targeted instructional support using intervention tools/strategies such as mClass Reading, Boost Reading, ECRI Intensification, and/or additional literacy materials/strategies.
Standards Aligned ELA Instruction	EES teachers will benefit from ongoing support from the WCSD academic coaching team who will help reinforce best practices.
Standards Aligned Math Instruction	Math teachers will learn and review math best instructional practices and effective use of the SAVVAS math textbook and resources.

### Structured Literacy Training

Action Step		
<ul style="list-style-type: none"> <li>EES teachers will participate in Structured Literacy training.</li> </ul>		
Audience		
K-5 ELA Teachers		
Topics to be Included		
Structured Literacy		
Evidence of Learning		
PD Evaluation Form		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds/Academic Coach	2025-01-17	2025-02-17

### Learning Format

Type of Activities	Frequency
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Inservice day	Twice during the 2024-2025 school year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

### CKLA Onsite Coaching

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>EES teachers will benefit from onsite coaching support from CKLA experts who will help reinforce effective use and appropriate pacing of the Core Knowledge Language Arts (CKLA) literacy suite.</li> </ul>		
<b>Audience</b>		
K-5 ELA Teachers		
<b>Topics to be Included</b>		
CKLA lessons, pacing, best practices, support for students		
<b>Evidence of Learning</b>		
Evaluation Forms		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds/Academic Coach	2024-10-21	2025-04-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	One time during the 2024-2025 school year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Academic Coaching

<b>Action Step</b>
<ul style="list-style-type: none"> <li>EES teachers will benefit from ongoing support from the WCSD academic coaching team who will help reinforce best practices.</li> </ul>
<b>Audience</b>

K-5 ELA Teachers		
<b>Topics to be Included</b>		
CKLA lessons, pacing, best practices, support for students		
<b>Evidence of Learning</b>		
Evaluation Forms		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds/Academic Coach	2024-09-09	2025-05-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Math Instructional Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Math teachers will learn and review math best instructional practices and effective use of the SAVVAS math textbook and resources.</li> </ul>		
<b>Audience</b>		
K-5 Math Teachers		
<b>Topics to be Included</b>		
SAVVAS textbooks and resources, ongoing mathematics instructional support from academic coaches, online training videos - SAVVAS and SAVVY		
<b>Evidence of Learning</b>		
Evaluation Forms		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Lynn Shultz/Director of Curriculum, Instruction, & Assessment /Academic Coach	2024-09-09	2025-05-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
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Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Math Instructional Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Math teachers will learn and review math best instructional practices and effective use of the SAVVAS math textbook and resources.</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>