

Youngsville El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Youngsville Elementary School		105628302
Address 1		
232 Second Avenue		
Address 2		
City	State	Zip Code
Youngsville	PA	16371
Chief School Administrator		Chief School Administrator Email
Gary Weber		weberg@wcsdpa.org
Principal Name		
Amy Stimmell		
Principal Email		
stimmella@wcsdpa.org		
Principal Phone Number		Principal Extension
(814) 563-7207		5508
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Amy Stimmell	Principal	Youngsville Elementary School	Stimmella@wcsdpa.org
Christine Rooney	Reading Specialist	Youngsville Elementary School	Rooneyc@wcsdpa.org
Melissa Procter	Reading Specialist	Youngsville Elementary School	procterm@wcsdpa.org
Kim Yourchisin	Special Education Supervisor	Youngsville Elementary School	yourchisink@wcsdpa.org
Laura Bierbower	School Counselor	Youngsville Elementary School	Bierbowerl@wcsdpa.org
Laura Stanton	Paraprofessional	Youngsville Elementary School	stantonl@wcsdpa.org
Kelly Sullivan	Parent	Youngsville Elementary School	ksullivan0516@gmail.com
Lynn Shultz	District Level Leaders	Warren County School District	shultzl@wcsdpa.org
Miranda Walters	Community Member	Community Member	miranda_snarburg@yahoo.com
Medina Reynolds	Other	Warren County School District	reynoldsm@wcsdpa.org

Vision for Learning

Vision for Learning

The Youngsville Elementary School team will work collaboratively with the Warren County School District teachers and academic coaching team, parents, and community to address gaps in education, specifically math and reading, and ensure all students are able to learn and grow.

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 97.5%.	2022 -2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 97.5%. Students in the White subgroup had a PA State Assessment Participation Rate of 97.4%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 97.7%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 93.2%.
2022 -2023 Math PSSA Participation: The All Student Group had a PA Math State Assessment Participation Rate of 96.9%.	2022 -2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.9%. Students in the White subgroup had a PA State Assessment Participation Rate of 96.7%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 96.6%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 93.2%.
2022 -2023 Science PSSA Participation: The All Student Group had a PA Science State Assessment Participation Rate of 95.1%.	2022 -2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 95.1%. Students in the White subgroup had a PA State Assessment Participation Rate of 94.7%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 93.1%. Students in the Students with Disabilities subgroup: IS.

Challenges

Indicator	Comments/Notable Observations
2022-2023 PSSA ELA All Student Group scored 37.8% Proficient or Advanced.	2022-2023 ELA PSSA Achievement: Students in the White subgroup: 37.4% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 31.8% scored proficient or advanced. Students in the Students with Disabilities subgroup: 17.1% scored proficient or advanced. ELA Growth: Students in the All Student Group earned an Academic Growth Score of 57.0% 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 60.0% and did not meet the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 71.0% and did meet the standard demonstrating growth. Students in the Students with Disabilities subgroup earned an Academic Growth Score of 70.0% and did meet the standard demonstrating growth. ELA Advanced on the ELA PSSA: 2.6% of the All Student Group scored advanced on the ELA PSSA, which is below the statewide average of 15.0%. 2.7% of students in the White subgroup scored advanced on the ELA PSSA. 0.0% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA. 0.0% of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.</p>
<p>2022-2023 PSSA Math All Student Group scored 29.7% Proficient or Advanced.</p>	<p>2022-2023 Math PSSA Achievement: Students in the White subgroup: 29.5% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 19.0% scored proficient or advanced. Students in the Students with Disabilities subgroup: 12.2% scored proficient or advanced. Math Growth: Students in the All Student Group earned an Academic Growth Score of 78.0% and did meet 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 78.0% and did meet the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 78.0% and did meet the standard demonstrating growth. Students in the Students with Disabilities subgroup earned an Academic Growth Score of 66.0% and did not meet the standard demonstrating growth. Math Advanced on the Math PSSA: 3.9% of the All Student Group scored advanced on the Math PSSA, which is below the statewide average of 14.0%. 4.1% of students in the White subgroup scored advanced on the Math PSSA. 1.2% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA. 2.4% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.</p>
<p>2022 -2023 PSSA Science All Student Group scored 75.9% Proficient or Advanced.</p>	<p>2022-2023 Science PSSA Achievement: Students in the White subgroup: 74.1% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 74.1% 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 100% and exceeded 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 99.0% and exceeded the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 89.0% and exceeded the standard demonstrating growth. Students in the Students with Disabilities subgroup: IS. Science Advanced on the Science PSSA: 37.9% of the All Student Group scored advanced on the Science PSSA, which is above the statewide average of 26.0%. 37.0% of students in the White subgroup scored advanced on the Science PSSA. 18.5% 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

Indicator 2022-2023 ELA PSSA Participation ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2022 -2023 ELA PSSA Participation: Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 97.7%.
Indicator 2022-2023 Math PSSA Participation ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2022 -2023 Math PSSA Participation: Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 96.6%.
Indicator 2022-2023 Science PSSA Participation ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2022 -2023 Science PSSA Participation: Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 93.1%.

Challenges

Indicator 2022-2023 ELA PSSA Achievement ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students in the Economically Disadvantaged subgroup: 31.8% scored proficient or advanced.
Indicator 2022-2023 Math PSSA Achievement ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students in the Economically Disadvantaged subgroup: 19.0% scored proficient or advanced.
Indicator 2022-2023 ELA Growth ESSA Student Subgroups White	Comments/Notable Observations Students in the White subgroup earned an Academic Growth Score of 60.0% and did not meet the standard demonstrating growth.

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 97.5%
2022-2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.9%
2022-2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 95.1%

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 37.8% Proficient or Advanced.
2022-2023 PSSA Math All Student Group scored 29.7% Proficient or Advanced.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2023-2024 DIBELS Reading Grade K	<p>DIBELS Reading - 2024- End of Year - Grade K Composite Score Well Below Benchmark 1 = 3% Below Benchmark 6 = 16% At Benchmark 14 = 38% Above Benchmark 16 = 43% Letter Names (LNF) Well Below Benchmark 4 = 11% Below Benchmark 9 = 24% At Benchmark 24 = 65% Above Benchmark NA Phonemic Awareness (PSF) Well Below Benchmark 6 = 16% Below Benchmark 6 = 16% At Benchmark 11 = 30% Above Benchmark 14 = 38% Letter Sounds (NWF-CLS) Well Below Benchmark 1 = 3% Below Benchmark 5 = 14% At Benchmark 13 = 35% Above Benchmark 18 = 48% Decoding (NWF-WRC) Well Below Benchmark 1 = 3% Below Benchmark 0 = 0% At Benchmark 12 = 32% Above Benchmark 24 = 65% Word Reading (WRF) Well Below Benchmark 9 = 24% Below Benchmark 4 = 11% At Benchmark 10 = 27% Above Benchmark 14 = 38%</p>
2023-2024 DIBELS Reading Grade 2	<p>DIBELS Reading - 2024 End of Year - Grade 2 Composite Score Well Below Benchmark 17 = 34% Below Benchmark 6 = 12% At Benchmark 14 = 27% Above Benchmark 14 = 27% Letter Sounds (NWF-CLS) Well Below Benchmark 11 = 22% Below Benchmark 11 = 22% At Benchmark 20 = 40% Above Benchmark 8 = 16% Decoding (NWF-WRC) Well Below Benchmark 16 = 30% Below Benchmark 7 = 14% At Benchmark 20 = 40% Above Benchmark 8 = 16% Word Reading (WRF) Well Below Benchmark 15 = 29% Below Benchmark 8 = 16% At Benchmark 23 = 45% Above Benchmark 5 = 10% Reading Accuracy (ORF-Accu) Well Below Benchmark 11 = 22% Below Benchmark 9 = 18% At Benchmark 31 = 60% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 21 = 41% Below Benchmark 5 = 10% At Benchmark 17 = 33% Above Benchmark 8 = 16% Reading Comprehension (MAZE) Well Below Benchmark 22 = 43% Below Benchmark 4 = 8% At Benchmark 16 = 31% Above Benchmark 9 = 18%</p>
2023-2024 DIBELS Reading Grade 3	<p>DIBELS Reading - 2024 End of Year - Grade 3 Composite Score Well Below Benchmark 18 = 35% Below Benchmark 9 = 17% At Benchmark 7 = 13% Above Benchmark 18 = 35% Letter Sounds (NWF-CLS) Well Below Benchmark 18 = 35% Below Benchmark 8 = 15% At Benchmark 23 = 44% Above Benchmark 3 = 6% Decoding (NWF-WRC) Well Below Benchmark 18 = 35% Below Benchmark 8 = 15%</p>

	<p>At Benchmark 24 = 46% Above Benchmark 2 = 4% Word Reading (WRF) Well Below Benchmark 21 = 40% Below Benchmark 2 = 4% At Benchmark 26 = 50% Above Benchmark 3 = 6% Reading Accuracy (ORF-Accu) Well Below Benchmark 9 = 17% Below Benchmark 5 = 10% At Benchmark 38 = 73% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 17 = 33% Below Benchmark 9 = 17% At Benchmark 8 = 15% Above Benchmark 18 = 35% Reading Comprehension (MAZE) Well Below Benchmark 16 = 30% Below Benchmark 5 = 10% At Benchmark 15 = 29% Above Benchmark 16 = 31%</p>
2022-2023 PSSA ELA Standards Proficiency Grades 3-5	<p>2022-2023 PSSA ELA Standards Proficiency Grades 3-5 Grade 3: 39.7% Proficiency Total Students Tested: 58 Advanced: (2) 3.4% Proficient: (21) 36.2% Basic: (21) 36.2% Below Basic: (14) 24.1% Grade 3 ELA Proficiency Level (1 BB, 2B, 3P, 4A) A-K.1 (Anchor 1.1) - Key Ideas and Details 1.79 A-K.1 (Anchor 6.1) - A: Literature Text 1.79 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas 2.41 A-C.2 (Anchor 6.2) - A: Literature Text 2.41 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use 2.69 A-V.4 (Anchor 6.4) - A: Literature Text 2.69 B-V.4 (Anchor 7.4) - B: Informational Text 2.83 B-K.1 (Anchor 1.2) - Key Ideas and Details 2.17 B-K.1 (Anchor 7.1) - B: Informational Text 2.17 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas 2.09 B-C.2 (Anchor 7.2) - B: Informational Text 2.09 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas 2.93 B-C.3 (Anchor 7.3) - B: Informational Text 2.93 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use 2.83 D.1 (Anchor 4.1) - Conventions of Standard English (Writing) 1.91 D.2 (Anchor 4.2) - Conventions of Standard English (Writing) 2.28 Grade 4: 39% Proficiency Total Students Tested: 59 Advanced: (3) 5.10% Proficient: (20) 33.9% Basic: (22) 37.3% Below Basic: (14) 23.7% Grade 4 ELA Proficiency Level (1 BB, 2B, 3P, 4A) A-K.1 (Anchor 1.1) - Key Ideas and Details 2.22 A-K.1 (Anchor 6.1) - A: Literature Text 2.22 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use 3.1 A-V.4 (Anchor 6.4) - A: Literature Text 3.1 B-K.1 (Anchor 1.2) - Key Ideas and Details 2.68 B-K.1 (Anchor 7.1) - B: Informational Text 2.68 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas 1.86 B-C.2 (Anchor 7.2) - B: Informational Text 1.86 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas 2.15 B-C.3 (Anchor 7.3) - B: Informational Text 2.15 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use 2.86 B-V.4 (Anchor 7.4) - B: Informational Text 2.86 D.1 (Anchor 4.1) - Conventions of Standard English (Writing) 2.8 D.2 (Anchor 4.2) - Conventions of Standard English (Writing) 2.69 E.1 (Anchor 5.1) Text-Dependent Analysis (Reading/Writing) 1.49 Grade 5: 29.4% Proficiency Total Students Tested: 51 Advanced: (1) 2% Proficient: (14) 27.5% Basic: (23) 45.1% Below Basic: (13) 25.5% Grade 5 ELA Proficiency Level (1 BB, 2B, 3P, 4A) A-K.1 (Anchor 1.1) - Key Ideas and Details 2.25 A-K.1 (Anchor 6.1) - A: Literature Text 2.25 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas 2.29 A-C.2 (Anchor 6.2) - A: Literature Text 2.29 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use 2.63 A-V.4 (Anchor 6.4) - A: Literature Text 2.63 B-K.1 (Anchor 1.2) - Key Ideas and Details 2.04 B-K.1</p>

	(Anchor 7.1) - B: Informational Text 2.04 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas 2.18 B-C.3 (Anchor 7.3) - B: Informational Text 2.18 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use 2.69 B-V.4 (Anchor 7.4) - B: Informational Text 2.69 D.1 (Anchor 4.1) - Conventions of Standard English (Writing) 1.96 D.2 (Anchor 4.2) - Conventions of Standard English (Writing) 2.14 E.1 (Anchor 5.1) Text-Dependent Analysis (Reading/Writing) 1.37
2023-2024 DIBELS Reading Grade 1	DIBELS Reading - 2024- End of Year - Grade 1 Composite Score Well Below Benchmark 6 = 13% Below Benchmark 6 = 13% At Benchmark 19 = 39% Above Benchmark 17 = 35% Letter Names (LNF) Well Below Benchmark 7 = 15% Below Benchmark 3 = 6% At Benchmark 38 = 79% Above Benchmark NA Phonemic Awareness (PSF) Well Below Benchmark 4 = 8% Below Benchmark 5 = 10% At Benchmark 31 = 65% Above Benchmark 8 = 17% Letter Sounds (NWF-CLS) Well Below Benchmark 7 = 15% Below Benchmark 3 = 6% At Benchmark 22 = 46% Above Benchmark 16 = 33% Decoding (NWF-WRC) Well Below Benchmark 5 = 10% Below Benchmark 5 = 10% At Benchmark 23 = 49% Above Benchmark 15 = 31% Word Reading (WRF) Well Below Benchmark 9 = 19% Below Benchmark 12 = 25% At Benchmark 13 = 27% Above Benchmark 14 = 29% Reading Accuracy (ORF-Accu) Well Below Benchmark 17 = 35% Below Benchmark 4 = 8% At Benchmark 27 = 57% Above Benchmark = NA Reading Fluency (ORF) Well Below Benchmark 9 = 19% Below Benchmark 8 = 17% At Benchmark 11 = 23% Above Benchmark 20 = 41%
2023-2024 DIBELS Reading Grade 4	DIBELS Reading- 2024 End of Year - Grade 4 Composite Score Well Below Benchmark 11 = 24% Below Benchmark 13 = 29% At Benchmark 15 = 34% Above Benchmark 6 = 13% Reading Accuracy (ORF-Accu) Well Below Benchmark 6 = 13% Below Benchmark 2 = 4% At Benchmark 37 = 83% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 11 = 24% Below Benchmark 13 = 29% At Benchmark 17 = 38% Above Benchmark 4 = 9% Reading Comprehension (MAZE) Well Below Benchmark 14 = 31% Below Benchmark 8 = 18% At Benchmark 19 = 42% Above Benchmark 4 = 9%
2023-2024 DIBELS Reading Grade 5	DIBELS Reading- 2024 End of Year - Grade 5 Composite Score Well Below Benchmark 22 = 42% Below Benchmark 5 = 10% At Benchmark 11 = 21% Above Benchmark 14 = 27% Reading Accuracy (ORF-Accu) Well Below Benchmark 3 = 6% Below Benchmark 5 = 10% At Benchmark 44 = 84% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 22 = 42% Below Benchmark 5 = 10% At Benchmark 11 = 21% Above Benchmark 14 = 27% Reading Comprehension (MAZE)

	Well Below Benchmark 14 = 27% Below Benchmark 7 = 13% At Benchmark 10 = 19% Above Benchmark 21 = 41%
2023-2024 CDT ELA Grades 3-5	2023-2024 ELA CDT Grades 3-5 Proficient or Advanced: Grade 3 BOY- 14 of 47 (29.79%) MOY- 19 of 51 (37.25%) EOY- 25 of 52 (48.08%) Grade 4 BOY- 7 of 40 (17.50%) MOY- 9 of 44 (20.45%) EOY- 13 of 44 (29.55%) Grade 5 BOY- 20 of 52 (38.46%) MOY- 18 of 53 (33.96%) EOY- 27 of 52 (51.92%)

English Language Arts Summary

Strengths

DIBELS Reading - 2024- End of Year - Grade K Composite Score= 86% Proficient
ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.

Challenges

The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 48.08% (25 of 52 students), Grade 4= 29.55% (13 of 44 students), and Grade 5= 51.92% (27 of 52 students)
The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 60.3% (35 of 58 students), Grade 4= 61% (36 of 59 students), Grade 5= 61% (34 of 51 students)

Mathematics

Data	Comments/Notable Observations
2023-2024 CDT Math Grades 3-5	2023-2024 Math CDT Grades 3-5 Proficient or Advanced: Grade 3 BOY- 2 of 51 (3.92%) MOY- 7 of 52 (13.46%) EOY- 24 of 52 (46.15%) Grade 4 BOY- 0 of 41 (0.00%) MOY- 2 of 43 (4.65%) EOY- 9 of 44 (20.45%) Grade 5 BOY- 6 of 53 (11.32%) MOY- 10 of 53 (18.87%) EOY- 18 of 50 (36.00%)
2022-2023 PSSA Math Grades 3-5	2022-2023 Math PSSA Grades 3-5 Grade 3: 22% Proficiency Total Students Tested: 50 Advanced: (0) 0% Proficient: (11) 22% Basic: (17) 34% Below Basic: (22) 44% Grade 3 Math Proficiency Level (1 BB, 2B, 3P, 4A) M03.A-T.1 Numbers and Operations In Base Ten ~ Use place-value understanding and properties of operations to perform multi-digit arithmetic. 2.47 M03.B-O.1 Operations and Algebraic Thinking ~ Represent and solve problems involving multiplication and division. 2.81 M03.B-O.2 Operations and Algebraic Thinking ~ Understand properties of multiplication and the relationship between multiplication and division. 2.41 M03.B-O.3 Operations and Algebraic Thinking ~ Solve problems involving the four operations, and identify and explain patterns in arithmetic. 2.36 M03.C-G.1 Geometry ~ Reason with shapes and their attributes. 1.71 M03.D-M.1 Measurement and Data ~ Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects. 2.38 M03.D-M.2 Measurement and Data ~ Represent and interpret data. 2.14 M03.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 2.29 M03.D-M.4 Measurement and Data ~ Geometric measurement: recognize

	<p>perimeter as an attribute of plane figures and distinguish between linear and area measures. 2.74 Grade 4: 13% Proficiency Total Students Tested: 46 Advanced: (1) 2.2% Proficient: (5) 10.9% Basic: (18) 39.1% Below Basic: (22) 47.8% Grade 4 Math Proficiency Level (1 BB, 2B, 3P, 4A) M04.A-T.1 Numbers and Operations in Base Ten ~ Generalize place-value understanding for multi-digit whole numbers. 1.97 M04.A-T.2 Numbers and Operations in Base Ten ~ Use place-value understanding and properties of operations to perform multi-digit arithmetic. 2.25 M04.A-F.1 Numbers and Operations - Fractions ~ Extend understanding of fraction equivalence and ordering. 1.86 M04.A-F.2 Numbers and Operations - Fractions ~ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. 2.41 M04.B-O.1 Operations and Algebraic Thinking ~ Use the four operations with whole numbers to solve problems. 2.37 M04.B-O.2 Operations and Algebraic Thinking ~ Gain familiarity with factors and multiples. 2.47 M04.B-O.3 Operations and Algebraic Thinking ~ Generate and analyze patterns. 1.61 M04.C-G.1 Geometry ~ Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 2.71 M04.D-M.1 Measurement and Data ~ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 1.83 M04.D-M.2 Measurement and Data ~ Represent and interpret data. 2.54 M04.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of angle; measure and create angles. 2.07 Grade 5: 17.4% Total Students Tested: 46 Advanced: (3) 6.5% Proficient: (5) 10.9% Basic: (19) 41.3% Below Basic: (19) 41.3% Grade 5 Math Proficiency Level (1 BB, 2B, 3P, 4A) M05.A-T.1 Numbers and Operations in Base Ten ~ Understand the place-value system. M05.A-T.2 Numbers and Operations in Base Ten ~ Perform operations with multi-digit whole numbers and with decimals to hundredths. M05.A-F.1 Numbers and Operations - Fractions ~ Use equivalent fractions as a strategy to add and subtract fractions. M05.A-F.2 Numbers and Operations - Fractions ~ Apply and extend previous understandings of multiplication and division to multiply and divide fractions. M05.B-O.1 Operations and Algebraic Thinking ~ Write and interpret numerical expressions. M05.B-O.2 Operations and Algebraic Thinking ~ Analyze patterns and relationships. M05.C-G.1 Geometry ~ Graph points on the coordinate plane to solve real-world and mathematical problems. M05.C-G.2 Geometry ~ Classify two-dimensional figures into categories based on their properties. M05.D-M.1 Measurement and Data ~ Convert like measurement units within a given measurement system. M05.D-M.2 Measurement and Data ~ Represent and interpret data. M05.D-M.2.1 : Organize, display, and answer questions based on data. M05.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p>
2023-2024 mCLASS Math Grade K	<p>2023-2024 mCLASS Math Grade K Students Tested = 36 Overall Intensive 1 = 3% Strategic 16 = 44% Benchmark 19 = 53% Num. Identification Intensive 10 = 28% Strategic 20 = 55% Benchmark 6 = 17% Qty. Discrimination Intensive 3 = 8% Strategic 18 = 50% Benchmark 15 = 42% Counting Intensive 0 = 0% Strategic 15 = 42% Benchmark 21 = 58% Missing Number Intensive 1 = 3% Strategic 10 = 28% Benchmark 25 = 69%</p>
2023-2024 mCLASS Math	<p>2023-2024 mCLASS Math Grade 1 Students Tested = 45 Overall Intensive 2 = 4% Strategic 20 = 44% Benchmark 23 = 52% Num. Identification Intensive 3 = 7% Strategic 20 =</p>

Grade 1	44% Benchmark 22 = 49% Number Facts Intensive 1 = 2% Strategic 15 = 33% Benchmark 29 = 65% Qty. Discrimination Intensive 2 = 4% Strategic 8 = 18% Benchmark 35 = 78% Counting Intensive 1 = 2% Strategic 38 = 85% Benchmark 6 = 13% Missing Number Intensive 4 = 9% Strategic 19 = 42% Benchmark 22 = 49% Next Number Intensive 6 = 13% Strategic 31 = 69% Benchmark 8 = 18%
2023-2024 mCLASS Math Grade 2	2023-2024 mCLASS Math Grade 2 Students Tested = 51 Overall Intensive 16 = 31% Strategic 20 = 40% Benchmark 5 = 10% Number Facts Intensive 16 = 31% Strategic 20 = 40% Benchmark 15 = 29% Qty. Discrimination Intensive 9 = 18% Strategic 41 = 80% Benchmark 1 = 2% Missing Number Intensive 31 = 61% Strategic 17 = 33% Benchmark 3 = 6% Computation Intensive 20 = 39% Strategic 30 = 59% Benchmark 1 = 2% Concepts Intensive 7 = 14% Strategic 33 = 64% Benchmark 11 = 22%
2023-2024 mCLASS Math Grade 3	2023-2024 mCLASS Math Grade 3 Students Tested = 52 Overall Intensive 15 = 29% Strategic 27 = 52% Benchmark 10 = 19% Number Facts Intensive 17 = 33% Strategic 15 = 29% Benchmark 10 = 19% Qty. Discrimination Intensive 23 = 44% Strategic 23 = 44% Benchmark 6 = 12% Missing Number Intensive 35 = 67% Strategic 12 = 23% Benchmark 5 = 10% Computation Intensive 7 = 13% Strategic 33 = 64% Benchmark 12 = 23% Concepts Intensive 10 = 19% Strategic 26 = 50% Benchmark 16 = 31%

Mathematics Summary

Strengths

Math Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.

2022-2023 mCLASS Math Grade K- 2023 End of Year Overall Score = 74% At Benchmark

Challenges

The 2023-2024 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 46.15% (24 of 52 students), Grade 4= 20.45% (9 of 44 students), and Grade 5= 36.00% (18 of 50 students)

The 2022-2023 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 78% (39 of 50 students), Grade 4= 86.9% (40 of 46 students), and Grade 5= 82.6% (38 of 46 students)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
------	-------------------------------

2020-2021 PSSA Science Grade 4	2020-2021 PSSA Science Grade 4 Grade 4 = 71.7% Proficiency Total Students Tested: 46 Advanced: (9) 19.6% Proficient: (24) 52.2% Basic: (11) 23.9% Below Basic: (2) 4.3% 2020-2021 Math PSSA Science Grade 4 S4.A.1 Reasoning and Analysis 1.54 S4.A.2 Processes, Procedures and Tools of Scientific Investigations 2.34 S4.A.3 Systems, Models and Patterns 2.22 S4.B.1.1 Identify and describe similarities and differences between living things and their life processes. 2.61 S4.B.2 Continuity of Life 2.54 S4.B.3 Ecological Behavior and Systems 2.27 S4.C.2.1 Recognize basic energy types and sources, or describe how energy can be changed from one form to another. 1.92 S4.C.3.1 Identify and describe different types of force and motion, or the effect of the interaction between force and motion. 2.85 S4.D.1 Earth Features and Processes that Change Earth and Its Resources 2.14 S4.D.2.1 Identify basic weather conditions and how they are measured. 2.34 S4.D.3.1 Describe Earth's relationship to the sun and the moon. 2.46
2023-2024 CDT Science Grade 4	2023-2024 Science CDT Grade 4 Proficient or Advanced: Grade 4 BOY- 25 of 43 (58.14%) MOY- 31 of 44 (70.45%) EOY- 23 of 44 (52.27%)

Science, Technology, and Engineering Education Summary

Strengths

The 2023-2024 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 52.27% (23 of 44 students)
Science Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.
The 2021-2022 Science PSSA percentage of students scoring Proficient or Advanced are as follows: Grade 4= 71.7% (33 of 46 students).

Challenges

The 2021-2022 Science PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 4= 28.2% (13 of 46 students).
The 2022-2023 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 4= 15.3% (9 of 59 students)

Related Academics

Career Readiness

Data	Comments/Notable Observations
2022-2023- PA Future Ready Index	2022-2023 Career Standards Benchmark: The All Student Group did meet the Performance Standard of 98% with a completion rate of 100%.
None	None

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.

2022-2023 Career Standards Benchmark: The All Student Group exceeded the Statewide Average of 98% completion rate with a completion rate of 100%.

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.

n/a

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
2022-2023 ELA PSSA: Subgroup-Students with Disabilities	17.1% of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.
2022-2023 Math PSSA: Subgroup-Students with Disabilities	12.2% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2022-2023 ELA PSSA: Subgroup-Economically Disadvantaged	0% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA.
2022-2023 Math PSSA: Subgroup-Economically Disadvantaged	Students in the Economically Disadvantaged subgroup had an 1.2% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA.
2022-2023 Science PSSA: Subgroup-Economically Disadvantaged	Students in the Economically Disadvantaged subgroup had an 18.5% of students in the Economically Disadvantaged subgroup scored advanced on the Science PSSA.

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.

2022-2023 ELA, Math, and Science All sub-groups met the target for participation in the PSSA.

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.

17.1% of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.
12.2% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.
0% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA.
Students in the Economically Disadvantaged subgroup had an 1.2% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA.
Students in the Economically Disadvantaged subgroup had an 18.5% of students in the Economically Disadvantaged subgroup scored advanced on the Science PSSA.

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports.
--

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?

Implement evidence-based strategies to engage families to support 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
2022-2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 97.5%	True
2022-2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.9%	True
2022-2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 95.1%	False
DIBELS Reading - 2024- End of Year - Grade K Composite Score= 86% Proficient	False
ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.	False
2022-2023 Career Standards Benchmark: The All Student Group exceeded the Statewide Average of 98% completion rate with a completion rate of 100%.	False
Science Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
Implement a multi-tiered system of supports for academics and behavior.	False
The 2023-2024 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 52.27% (23 of 44 students)	False
n/a	False
Math Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.	False
2022-2023 mCLASS Math Grade K- 2023 End of Year Overall Score = 74% At Benchmark	False
The 2021-2022 Science PSSA percentage of students scoring Proficient or Advanced are as follows: Grade 4= 71.7% (33 of 46 students).	False
2022-2023 ELA, Math, and Science All sub-groups met the target for participation in the PSSA.	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 37.8% Proficient or Advanced.	True
2022-2023 PSSA Math All Student Group scored 29.7% Proficient or Advanced.	True
The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 48.08% (25 of 52 students), Grade 4= 29.55% (13 of 44 students), and Grade 5= 51.92% (27 of 52 students)	False
The 2023-2024 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 46.15% (24 of 52 students), Grade 4= 20.45% (9 of 44 students), and Grade 5= 36.00% (18 of 50 students)	False
n/a	False
The 2022-2023 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 4= 15.3% (9 of 59 students)	False
n/a	False
17.1% of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.	False
12.2% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.	False
0% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA.	False
The 2021-2022 Science PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 4= 28.2% (13 of 46 students).	False
Implement evidence-based strategies to engage families to support learning.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
The 2022-2023 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 78% (39 of 50 students), Grade 4= 86.9% (40 of 46 students), and Grade 5= 82.6% (38 of 46 students)	False
The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 60.3% (35 of 58 students), Grade 4= 61% (36 of 59 students), Grade 5= 61% (34 of 51 students)	False
Students in the Economically Disadvantaged subgroup had an 1.2% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA.	False
Students in the Economically Disadvantaged subgroup had an 18.5% of students in the Economically Disadvantaged subgroup scored advanced on the Science PSSA.	False

Most Notable Observations/Patterns

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

The All Student Group ELA and Math PSSAs scores are areas of weakness that need addressed.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
2022-2023 PSSA ELA All Student Group scored 37.8% Proficient or Advanced.	<p>ELA Achievement: Students in the White subgroup: 37.4% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 31.8% scored proficient or advanced. Students in the Students with Disabilities subgroup: 17.1% scored proficient or advanced.</p> <p>ELA Growth: Students in the All Student Group earned an Academic Growth Score of 57% and did not meet the standard demonstrating growth (%). The Statewide Average Growth Score was 70%. Students in the White Subgroup earned an Academic Growth Score of 60% and did not meet the standard demonstrating growth. Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 71.1% and did meet the standard demonstrating growth. ELA Advanced on the ELA PSSA: 3.9% of the All Student Group scored advanced on the ELA PSSA, which is below the statewide average of 2.6%. 2.7% of students in the White subgroup scored advanced on the ELA PSSA. 0% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA. 0% of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.</p>	True
2022-2023 PSSA Math All Student Group scored 29.7% Proficient or Advanced.	<p>Math Achievement: Students in the White subgroup: 29.5% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 19% scored proficient or advanced. Students in the Students with Disabilities subgroup: 12.2% scored proficient or advanced.</p> <p>Math Growth: Students in the All Student Group earned an Academic Growth Score of 85% and did not meet the standard demonstrating growth (%). The Statewide Average Growth Score was 78%. Students in the White Subgroup earned an Academic Growth Score of 78% and did not meet the standard demonstrating growth. Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 78% and did meet the standard demonstrating growth. Math Advanced on the Math PSSA: 3.9% of the All Student Group scored advanced on the Math PSSA, which is below the statewide average of %. 4.1% of students in the White subgroup scored advanced on the Math PSSA. 1.2% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA. 2.4% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.</p>	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
---------------------	-------------------

2022-2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 97.5%	ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 97.5%. Students in the White subgroup had a PA State Assessment Participation Rate of 97.4%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 97.7%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 93.2%.
2022-2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.9%	The All Student Group had a PA State Assessment Participation Rate of 96.9% Students in the White subgroup had a PA State Assessment Participation Rate of 96.7%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 96.6%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 93.2%.

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 scores will improve from 2023-2024 to 2024-2025 by 6%.			
Measurable Goal Nickname (35 Character Max)			
PSSA ELA 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 proficiency 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%.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
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%.			
Measurable Goal Nickname (35 Character Max)			
Math Parent and Family Engagement			
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%.

Action Plan

Measurable Goals

PSSA ELA 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 scores will improve from 2023-2024 to 2024-2025 by 6%.

Action Step		Anticipated Start/Completion Date	
YES 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?	
Amy Stimmell/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	
YES teachers will participate in Structured Literacy training.		2025-01-17	2025-02-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Stimmell/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	Structured Literacy Online Course Additional Literacy Trainings	Yes	
Action Step		Anticipated Start/Completion Date	
YES will utilize DIBELS 8th Edition to administer reading benchmark assessments three times a year to identify areas of strengths and weaknesses. Using benchmark data, YES will create groups to provide targeted instructional		2024-09-04	2025-05-30

support using intervention tools/strategies such as mClass Reading, Boost Reading, ECRI Intensification, and/or additional literacy materials/strategies.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Stimmell/Principal	*DIBELS 8th Edition *mCLASS *ECRI Intensification *Boost Reading *Additional Literacy Materials/Strategies *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings	Yes	
Action Step		Anticipated Start/Completion Date	
YES 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?	
Amy Stimmell/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	*CKLA Onsite Coaching *CKLA Literacy Suite Resources	Yes	
Action Step		Anticipated Start/Completion Date	
YES 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, Amy Stimmell 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, Amy Stimmell.
--	---

Action Plan For: Standards Aligned Math Instruction

Measurable Goals:
<ul style="list-style-type: none"> 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%. Using the PSSA, Grades 3-5 math proficiency scores will improve from 2023-2024 to 2024-2025 by 6%.

Action Step		Anticipated Start/Completion Date	
YES 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?	
Amy Stimmell/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?	
Amy Stimmell/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	
YES 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, YES will create groups to provide targeted instructional		2024-09-05	2025-05-30

support during the math block at least 3 times a week.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Stimmell/Principal	*mCLASS Math *CDTs *WCSD Assessment Calendar	No	
Action Step		Anticipated Start/Completion Date	
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
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brian Reynolds/Principal Academic Coaches	*SAVVAS Textbooks and Resources *Ongoing mathematics instructional support from academic coaches *Online Training Videos - SAVVAS and SAVVY	Yes	
Action Step		Anticipated Start/Completion Date	
The YES 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
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Stimmell/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	*YES'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	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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, Amy Stimmell to ensure teachers are following the curriculum 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 & Family Engagement Activities will be made available on the school's Facebook and web page by Principal, Amy Stimmell with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Amy Stimmell with support from Lynn Shultz, and academic coaches.
--	--

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">Standards Aligned ELA Instruction	Reading Specialists and Paraprofessional Salaries and Benefits	237831
Instruction	<ul style="list-style-type: none">Standards Aligned ELA InstructionStandards Aligned Math Instruction	Classroom Supplies	757
Total Expenditures			238588

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards Aligned ELA Instruction	YES teachers will participate in Structured Literacy training.
Standards Aligned ELA Instruction	YES will utilize DIBELS 8th Edition to administer reading benchmark assessments three times a year to identify areas of strengths and weaknesses. Using benchmark data, YES 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	YES 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	YES 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"> YES teachers will participate in Structured Literacy training. 		
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	2025-01-17	2025-02-17

Learning Format

Type of Activities	Frequency
Inservice day	Twice during the 2024-2025 school year
Observation and Practice Framework Met in this Plan	

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students

This Step Meets the Requirements of State Required Trainings

Structured Literacy

CKLA Onsite Coaching

Action Step

- YES 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.

Audience

K-5 ELA Teachers

Topics to be Included

CKLA lessons, pacing, best practices, support for students

Evidence of Learning

Evaluation Forms

Lead Person/Position	Anticipated Start	Anticipated Completion
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds/Academic Coach & Amy Stimmell/Principal	2024-10-21	2025-04-30

Learning Format

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

Academic Coaching

Action Step

- YES teachers will benefit from ongoing support from the WCSD academic coaching team who will help reinforce best practices.

Audience

K-5 ELA Teachers

Topics to be Included		
Educational Best Practices		
Evidence of Learning		
Evaluation Forms, Administrative/Coaching/Teacher Feedback		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds/Academic Coach	2024-09-09	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Math Instructional Training

Action Step		
<ul style="list-style-type: none"> Math teachers will learn and review math best instructional practices and effective use of the SAVVAS math textbook and resources. 		
Audience		
K-5 Math Teachers		
Topics to be Included		
Math best instructional practices and effective use of the SAVVAS math textbook and resources		
Evidence of Learning		
Evaluation Forms, Administrative/Coaching/Teacher Feedback		
Lead Person/Position	Anticipated Start	Anticipated Completion
Amy Stimmell/Principal		

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
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
School Improvement Facilitator Signature	Date