

Pleasant Valley Intrmd Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Pleasant Valley Intermediate School		120455203
Address 1		
477 Polk Township Road		
Address 2		
City	State	Zip Code
Kunkletown	PA	18058
Chief School Administrator		Chief School Administrator Email
Dr. James Konrad		konrad.james@pvbears.org
Principal Name		
Sabrina Albright		
Principal Email		
albright.sabrina@pvbears.org		
Principal Phone Number		Principal Extension
570-402-1000		3004
School Improvement Facilitator Name		School Improvement Facilitator Email
Jonathan Ayre		ayre.jonathan@pvbears.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lori Hagerman	District Level Leaders	Pleasant Valley School District	hagerman.lori@pvbears.org
Sabrina Albright	Principal	Pleasant Valley Intermediate	albright.sabrina@pvbears.org
Samantha Marrero	Parent	Pleasant Valley Intermediate	Unknown
Lauren Cieslak	Teacher	Pleasant Valley Intermediate	cieslak.lauren@pvbears.org
Leticia DiPipi	Teacher	Pleasant Valley Intermediate	dipipi.leticia@pvbears.org
Francesca McCutchan	Education Specialist	Pleasant Valley Intermediate	mccutchan.francesca@pvbears.org
Gina Belanger	Paraprofessional	Pleasant Valley Intermediate	belanger.gina@pvbears.org
Mike McMullen	District Level Leaders	Pleasant Valley School District	mcmullen.mike@pvbears.org
Dr. James R. Konrad	Chief School Administrator	Pleasant Valley School District	konrad.james@pvbears.org
Carl Mease	Parent	Pleasant Valley Intermediate School	unknown
Lisa Williams	Education Specialist	Pleasant Valley Intermediate School	Williams.lisa@pvbears.org
Kathleen Gray	Education Specialist	Pleasant Valley Intermediate School	gray.kathleen@pvbears.org
Tracy Pio	Education Specialist	Pleasant Valley Intermediate School	Pio.tracey@pvbears.org
Kelly Williams	Teacher	Pleasant Valley Intermediate School	williams.kelly@pvbears.org
Josephine Gioia	Community Member	The Growing Place Childcare Center	tgpgioia@ptd.net
Tim McCutchan	Other	Pleasant Valley Intermediate School	mccutchan.tim@pvbears.org
Julie Romanisko	Other	Pleasant Valley Intermediate School	romanisko.julie@pvbears.org
Marianne Livingston	Parent	Parent/ PTO President	unknown
Alison Fennell	Community Member	Community Member	unknown
Dora Tartar	Community Member	Community Member	unknown
Bernadette Fierro	District Level Leaders	Pleasant Valley School District	Fierro.bernadette@pvbears.org
Patrick Smith	Education Specialist	Pleasant Valley Intermediate School	Smith.patrick@pvbears.org

Vision for Learning

Vision for Learning

PVI's mission is to inspire every student to grow physically, intellectually, emotionally, and socially as a life-long learner.

Future Ready PA Index

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

False K	False 1	False 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
Meeting Annual Academic Growth Expectations (PVAAS): Math PSSA Growth Score	On the 2023 Math PSSA, the all-student group had an academic growth score of 96, which exceeded the statewide average growth score of 75.3.
Proficient or Advanced on Science PSSA	On the 2023 Science PSSA, the all-student group was trending upward at 82.9% which was well above the statewide average of 58.9%.
Meeting Annual Academic Growth Expectations (PVAAS): Science PSSA Growth Score	On the 2023 Science PSSA, the all-student group had an academic growth score of 100 which greatly exceeded the statewide average growth score of 75.1 and the statewide growth standard of 70.
College and Career Measures: Career Standards Benchmark	The All Student Group scored 99.3% proficient in 2023 which exceeded the performance standard as well as the statewide average of 89.6%
Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts PSSA Growth Score	On the 2023 English Language Arts PSSA, the all-student group had an academic growth score of 85, which exceeded the statewide average growth score of 75.
Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts PSSA Growth Score	On the 2023 English Language Arts PSSA, the all-student group had an academic growth score of 85, which exceeded the statewide average growth score of 75.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on English Language Arts PSSA	On the 2023 English Language Arts PSSA, the all-student group had a decrease of proficient or Advanced by 2.5% from the statewide average of 54.5%.
Proficient or Advanced on Math PSSA	On the 2023 Math PSSA, the all-student group was trending upward at 53% proficiency or advanced, and above the statewide average of 38.3%
Proficient or Advanced on English PSSA	On the 2023 ELA PSSA, 10.1% of all students scored advanced, which was slightly below the statewide average of 15%
Regular Attendance	The All Student group had 71% regular attendance, which is below the statewide average of 73.9%.

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Exceeds annual academic growth (PVAAS): Math PSSA Growth Score ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged	Comments/Notable Observations On the 2023 Math PSSA, the Hispanic, White, Economically Disadvantaged, and Black subgroups are all trending upward with a growth score of 96, which exceeded the statewide average growth score of 75.3 as well as the statewide growth standard of 70.
Indicator Exceeds annual academic growth (PVAAS):Math PSSA Growth Score ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations On the 2023 Math PSSA, the Students with Disabilities subgroup is trending upward with a growth score of 77, which exceeded the statewide average growth score of 75.3 and the statewide growth standard of 70.
Indicator Proficient or Advanced on Science PSSA: exceeded statewide average ESSA Student Subgroups Hispanic, White, Economically Disadvantaged	Comments/Notable Observations On the 2023 Science PSSA, the Hispanic, White, and Economically Disadvantaged subgroups are trending upward and exceeding the statewide average of 58.9%.
Indicator Exceeds annual academic growth (PVAAS):Science PSSA Growth Score ESSA Student Subgroups Combined Ethnicity, Hispanic, White	Comments/Notable Observations On the 2023 Science PSSA, the Hispanic, White, and Combined Ethnicity subgroups are trending upward with growth scores exceeding the statewide average growth score of 75.1

Challenges

Indicator Below Proficient or Advanced on English Language Arts PSSA ESSA Student Subgroups Hispanic, Multi-Racial (not Hispanic), White	Comments/Notable Observations On the 2023 English Language Arts PSSA, Hispanic, White and 2 or more race subgroups are trending downward, and are below the statewide average of 54.5% and did not meet the statewide goal.
Indicator ESSA Student Subgroups	Comments/Notable Observations

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Below Proficient or Advanced on Math PSSA ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations On the 2023 Math PSSA, the African American/Black, Hispanic, White, Economically Disadvantaged, and Students with Disabilities subgroups are all trending upward, but falling short of the statewide goal of 2033
Indicator Below Proficient or Advanced on Math PSSA ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations On the 2023 Math PSSA, the Multi-Racial subgroup is trending upward at 34.5%, but fell well below the statewide average of 38.3% and did not meet the statewide goal.
Indicator Regular Attendance ESSA Student Subgroups Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners	Comments/Notable Observations On the 2023 regular attendance Multi-Racial, Hispanic, Economically Disadvantage and English Learner subgroups did not meet the statewide average of 73.9%

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.

On the 2023 Math PSSA, the all-student group had an academic growth score of 96, which exceeded the statewide average growth score of 75.3.

On the 2023 Science PSSA, the all-student group was trending upward at 82.9% which was well above the statewide average of 58.9%.

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.

On the 2023 ELA PSSA, 10.1% of all students scored advanced, which was slightly below the statewide average of 15%

The All Student group had 71% regular attendance, which is below the statewide average of 73.9%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading Proficiency	On the 2023-2024 STAR Reading Benchmark Assessment, fifth grade increased at/above the benchmark 61% proficiency from Fall to 73% in the Winter.
STAR Reading Average Growth	On the 2023-2024 STAR Reading Benchmark Assessment, fourth grade grew an average of 22 points from Fall to Winter.
STAR Reading Average Growth	On the 2023-2024 STAR Reading Benchmark Assessment, fifth grade grew an average of 17 points from Fall to Winter.
Parent Surveys	Parents indicated a desire to gain a better understanding of specific reading strategies.
STAR Reading Proficiency	On the 2023-2024 STAR Reading Benchmark Assessment, third grade increased at/above the benchmark from 46% in the Fall to 63% in the winter.
STAR Reading Proficiency	On the 2023-2024 STAR Reading Benchmark Assessment, fourth grade increased at/above the benchmark from 50% in the Fall to 52% in the winter.
STAR Reading Average Growth	On the 2023-2024 STAR Reading Benchmark Assessment, third grade grew an average of 34 points from Fall to Winter.

English Language Arts Summary

Strengths

On the 2023-2024 STAR Reading Benchmark Assessment, all three grade levels showed an average growth between 17 and 34 points from Fall to Winter.

Challenges

On the 2023-2024 STAR Reading Benchmark Assessment, although third and fourth grade increased in proficiency from Fall to Winter, the increase was nominal (between 2% and 10%).

On the 2023-2024 STAR Reading Benchmark Assessment, fifth grade increased at/above the benchmark 61% proficiency from Fall to 73% in the Winter.

Mathematics

Data	Comments/Notable Observations
iReady Math Diagnostic EOY Growth	On the 2023-2024 iReady Math Diagnostic, third grade showed the a final growth of 70%, fourth grade showed 69% and fifth grade showed 65%
Parent Surveys	Parents indicated a desire to better understand their child's Math Curriculum.
iReady Math Diagnostic Proficiency	On the 2023-2024 iReady Math Diagnostic, fourth grade increased from 21% proficiency in the Fall to 41% proficiency in the Winter.
iReady Math Diagnostic Proficiency	On the 2023-2024 iReady Math Diagnostic, fifth grade increased from 34% proficiency in the Fall to 50% proficiency in the Winter.

iReady Math Diagnostic Domain Proficiency	On the 2023-2024 iReady Winter Math Diagnostic, grades 3 to 5 showed a significant deficiency in the Geometry domain. 64% of third grade were below grade level in this domain. 60% of fourth grade were below grade level and 50% of fifth grade were below grade level in this domain.
iReady Math Diagnostic Proficiency	On the 2023-2024 iReady Math Diagnostic, third grade increased from 11% proficiency in the Fall to 36% proficiency in the Winter.

Mathematics Summary

Strengths

On the 2023-2024 iReady Math Diagnostic, third grade proficiency increased from 11% in the Fall to 36% in the Winter, fourth-grade proficiency rose from 21% to 41%, and fifth grade proficiency improved from 34% to 50%.

Challenges

On the 2023-2024 iReady Winter Math Diagnostic, although grades 3 to 5 all increased in proficiency from Fall to Winter, each of the grade levels fell below 50% proficiency. Fourth grade in particular was 21 % proficient.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
STAR Reading Informational Text Proficiency	Science- On the 2022-2023 Winter STAR Reading Benchmark Assessment, grades 3 to 5 were above 50% proficient on the majority of PA Academic Standards for English Language Arts that addressed informational text.
STAR Reading Informational Text Proficiency	Science- On the 2022-2023 Winter STAR Reading Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 59% proficient in 3rd grade, 59% proficient in 4th grade and 51% proficient in 5th grade.
STAR Reading Informational Text Proficiency	Science- On the 2022-2023 Winter STAR Reading Benchmark Assessment, PA Academic Standards for English Language Arts which address key ideas and details of informational text ranged in proficiency from 47% to 66%.

Science, Technology, and Engineering Education Summary

Strengths

On the 2022-2023 Winter STAR Reading Benchmark Assessment, grades 3 to 5 were above 50% proficient on the majority of PA Academic Standards for English Language Arts that addressed informational text.

Challenges

On the 2022-2023 Winter STAR Reading Benchmark Assessment, grades 3 to 5 were above 50% proficient on the majority of PA Academic Standards for English Language Arts that addressed informational text. Although this represents a strength, it also represents a challenge in that a higher level of proficiency needs to be attained with standards addressing informational text in order to leverage stronger reading comprehension and higher overall literacy proficiency.

On the 2022-2023 Winter STAR Reading Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 59% proficient in 3rd grade, 59% proficient in 4th grade and 51% proficient in 5th grade.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello Lesson Completion	In May of 2024, 93% of fourth-grade students completed their lessons in the career readiness portal.
Xello Lesson Completion	In May of 2024, 87% of fifth-grade students completed their lessons in the career readiness portal.
Xello Lesson Completion	In May of 2024, 89% of third-grade students completed their lessons in the career readiness portal.

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.

Grades 3 to 5 are above 80% completion of all Xello lessons.
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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.

Grades 3 to 5 are not meeting the 100% completion of all Xello lessons.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
STAR Reading Assessment Proficiency	On the Winter 2023 STAR Reading Benchmark Assessment, the EL students had a proficiency level of 40%.
iReady Math Diagnostic Proficiency	On the Winter 2023 iReady Math Diagnostic Assessment, the EL students in third grade had a proficiency level of 30%
iReady Math Diagnostic Proficiency	On the Winter 2023 iReady Math Diagnostic Assessment, the EL students in fourth grade had a proficiency level of 13%

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

On the Winter 2023 iReady Math Diagnostic Assessment, the EL students in grades 3 to 5 had a proficiency level of 18%
On the Winter 2023 iReady Math Diagnostic Assessment, the EL students in third grade had a proficiency level of 30%

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.

On the Winter 2023 iReady Math Diagnostic Assessment, the EL students in fourth grade had a proficiency level of 13%

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	Emerging
Identify and address individual student learning needs	Emerging
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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	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?

Curricular materials and lesson plans are aligned to the PA Standards
Continue to provide frequent, timely, and systematic feedback and support on instructional practices.
Continuously monitor implementation of the school improvement plan and adjust as needed.
Building administration and teachers promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

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?

Using a variety of consistent assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices is an area that continues to be addressed so that it continues to grow and move forward.
Identifying and addressing individual student learning needs is an area that needs growth so that it is consistently being addressed by all teachers. Consistent delivery of targeted small group instruction for all students continues to be a need across the curriculum. It is imperative to address literacy needs in Social Studies and Science in order to leverage and increase reading achievement.
Fostering a culture of high expectations for success for all students, educators, families, and community members is a work in progress. Building leadership continues to work on cultivating rigor and success.
Implementing a multi-tiered system of supports for academics and behavior continues to be a challenge. It is a work in progress trying to fit in all academics in the most efficient manner possible. It is imperative to provide consistent targeted small group instruction in reading and math in order to move learning forward. It is also necessary to address the literacy and math needs in the content areas in order to leverage reading and math achievement.
Although this is operational, we need to continue to improve the implementation of evidence-based strategies to engage families to support learning.

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
On the 2023 Math PSSA, the all-student group had an academic growth score of 96, which exceeded the statewide average growth score of 75.3.	False
On the 2023 Science PSSA, the all-student group was trending upward at 82.9% which was well above the statewide average of 58.9%.	False
On the 2023-2024 STAR Reading Benchmark Assessment, all three grade levels showed an average growth between 17 and 34 points from Fall to Winter.	False
On the 2022-2023 Winter STAR Reading Benchmark Assessment, grades 3 to 5 were above 50% proficient on the majority of PA Academic Standards for English Language Arts that addressed informational text.	False
Building administration and teachers promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	False
Grades 3 to 5 are above 80% completion of all Xello lessons.	True
On the Winter 2023 iReady Math Diagnostic Assessment, the EL students in grades 3 to 5 had a proficiency level of 18%	False
On the Winter 2023 iReady Math Diagnostic Assessment, the EL students in third grade had a proficiency level of 30%	False
Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	True
Curricular materials and lesson plans are aligned to the PA Standards	False
Continue to provide frequent, timely, and systematic feedback and support on instructional practices.	True
On the 2023-2024 iReady Math Diagnostic, third grade proficiency increased from 11% in the Fall to 36% in the Winter, fourth-grade proficiency rose from 21% to 41%, and fifth grade proficiency improved from 34% to 50%.	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
On the 2023 ELA PSSA, 10.1% of all students scored advanced, which was slightly below the statewide average of 15%	False
The All Student group had 71% regular attendance, which is below the statewide average of 73.9%.	False

On the 2023-2024 STAR Reading Benchmark Assessment, although third and fourth grade increased in proficiency from Fall to Winter, the increase was nominal (between 2% and 10%).	True
On the 2032-2024 iReady Winter Math Diagnostic, although grades 3 to 5 all increased in proficiency from Fall to Winter, each of the grade levels fell below 50% proficiency. Fourth grade in particular was 21 % proficient.	True
On the 2023-2024 STAR Reading Benchmark Assessment, fifth grade increased at/above the benchmark 61% proficiency from Fall to 73% in the Winter.	False
On the 2022-2023 Winter STAR Reading Benchmark Assessment, grades 3 to 5 were above 50% proficient on the majority of PA Academic Standards for English Language Arts that addressed informational text. Although this represents a strength, it also represents a challenge in that a higher level of proficiency needs to be attained with standards addressing informational text in order to leverage stronger reading comprehension and higher overall literacy proficiency.	False
On the Winter 2023 iReady Math Diagnostic Assessment, the EL students in fourth grade had a proficiency level of 13%	False
Although this is operational, we need to continue to improve the implementation of evidence-based strategies to engage families to support learning.	True
Using a variety of consistent assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices is an area that continues to be addressed so that it continues to grow and move forward.	True
Identifying and addressing individual student learning needs is an area that needs growth so that it is consistently being addressed by all teachers. Consistent delivery of targeted small group instruction for all students continues to be a need across the curriculum. It is imperative to address literacy needs in Social Studies and Science in order to leverage and increase reading achievement.	True
Fostering a culture of high expectations for success for all students, educators, families, and community members is a work in progress. Building leadership continues to work on cultivating rigor and success.	True
Implementing a multi-tiered system of supports for academics and behavior continues to be a challenge. It is a work in progress trying to fit in all academics in the most efficient manner possible. It is imperative to provide consistent targeted small group instruction in reading and math in order to move learning forward. It is also necessary to address the literacy and math needs in the content areas in order to leverage reading and math achievement.	True
Grades 3 to 5 are not meeting the 100% completion of all Xello lessons.	True
On the 2022-2023 Winter STAR Reading Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 59% proficient in 3rd grade, 59% proficient in 4th grade and 51% proficient in 5th grade.	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 team emphasized the need to improve Reading and Math proficiency scores at Pleasant Valley Intermediate, with a particular focus on addressing the needs of all students to enhance their ELA and Math performance. There was also a discussion on the importance of continuing to strengthen Tier 2 instruction for Math and English Language Arts. Implementing daily targeted small group instruction in both subjects is essential. Expanding the Phonics/Word Study Program

to grades four and five will help close the existing reading gap. Additionally, Social Studies and Science instruction were identified as key areas where we can integrate reading instruction and critical thinking skills to boost Reading and Math proficiency.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
On the 2032-2024 iReady Winter Math Diagnostic, although grades 3 to 5 all increased in proficiency from Fall to Winter, each of the grade levels fell below 50% proficiency. Fourth grade in particular was 21 % proficient.		False
Implementing a multi-tiered system of supports for academics and behavior continues to be a challenge. It is a work in progress trying to fit in all academics in the most efficient manner possible. It is imperative to provide consistent targeted small group instruction in reading and math in order to move learning forward. It is also necessary to address the literacy and math needs in the content areas in order to leverage reading and math achievement.	In order to address the needs of all learners, we need to continue to put layers of instruction and interventions in place. In particular, we need to address the needs of all learners by putting interventions in place to address the various aspects of literacy such as decoding, vocabulary and comprehension. This is not in place and needs to be layered on top of core instruction.	True
Although this is operational, we need to continue to improve the implementation of evidence-based strategies to engage families to support learning.		False
Using a variety of consistent assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices is an area that continues to be addressed so that it continues to grow and move forward.		False
Identifying and addressing individual student learning needs is an area that needs growth so that it is consistently being addressed by all teachers. Consistent delivery of targeted small group instruction for all students continues to be a need across the curriculum. It is imperative to address literacy needs in Social Studies and Science in order to leverage and increase reading achievement.	Small group instruction is not consistently delivered. It must be targeted to address students' needs across the curriculum. The consistency of implementation must increase in both reading and math, addressing the needs of all learners and not just the struggling students. Literacy can also be leveraged by strategically incorporating nonfiction reading and writing in the content areas.	True
Fostering a culture of high expectations for success for all students, educators, families, and community members is a work in progress. Building leadership continues to work on cultivating rigor and success.	Teachers must provide daily targeted small group instruction for all learners in both reading and math in order to identify and address individual student needs. The needs of all learners must be met and challenged in order to increase achievement and rigor. This includes analysis of data and student performance in order to design personalized instruction.	True
On the 2023-2024 STAR Reading Benchmark Assessment, although third		False

and fourth grade increased in proficiency from Fall to Winter, the increase was nominal (between 2% and 10%).		
Grades 3 to 5 are not meeting the 100% completion of all Xello lessons.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Grades 3 to 5 are above 80% completion of all Xello lessons.	
Continuously monitor implementation of the school improvement plan and adjust as needed.	In order to increase academic success, there needs to be a positive learning environment. This will increase student engagement which will promote success.
Continue to provide frequent, timely, and systematic feedback and support on instructional practices.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In order to address the needs of all learners, we need to continue to put layers of instruction and interventions in place. In particular, we need to address the needs of all learners by putting interventions in place to address the various aspects of literacy such as decoding, vocabulary and comprehension. This is not fully in place and needs to be layered on top of core instruction. Scheduling and adherence to schedules is paramount for this to be successful. Additionally, consistent analysis of data is crucial to evaluate the effectiveness of core instruction and interventions and make adjustments accordingly.
	Small group instruction must be consistently delivered and monitored. It must be targeted to address students' needs across the curriculum. The consistency of implementation must increase in both reading and math, addressing the needs of all learners and not just the struggling students. Literacy can also be leveraged by strategically incorporating nonfiction reading and writing in the content areas. This practice must be monitored by building administration for quality and consistency.
	In addition to core instruction, teachers must provide daily targeted small group instruction for all learners in both reading and math in order to identify and address individual student needs. The needs of all learners must be met and challenged in order to increase achievement and rigor. This includes analysis of data and student performance in order to design personalized instruction. Collaboration time and monitoring of progress must occur to promote success.

Goal Setting

Priority: Small group instruction must be consistently delivered and monitored. It must be targeted to address students' needs across the curriculum. The consistency of implementation must increase in both reading and math, addressing the needs of all learners and not just the struggling students. Literacy can also be leveraged by strategically incorporating nonfiction reading and writing in the content areas. This practice must be monitored by building administration for quality and consistency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Grades 3 to 5 will achieve 65% proficiency or higher on the STAR Reading Spring Benchmark Assessment.			
Measurable Goal Nickname (35 Character Max)			
STAR Reading Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Grades 3 to 5 will achieve 50% proficiency or higher on the STAR Reading November Progress Monitoring.	Grades 3 to 5 will achieve 55% proficiency or higher on the Winter STAR Reading Benchmark Assessment.	Grades 3 to 5 will achieve 60% proficiency or higher on the March STAR Reading Progress Monitoring.	Grades 3 to 5 will achieve 65% proficiency or higher on the STAR Reading Spring Benchmark Assessment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Grades 3 to 5 will achieve 55% proficiency or higher on the iReady Math Spring Diagnostic Assessment.			
Measurable Goal Nickname (35 Character Max)			
iReady Math Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Grades 3-5 will achieve 25% proficiency or higher on the iReady Math Fall Diagnostic Assessment.	Grades 3-5 will achieve 40% proficiency or higher on the iReady Math Winter Diagnostic Assessment.	Grades 3-5 will achieve 40% proficiency or higher on the iReady Math Winter Diagnostic Assessment.	Grades 3-5 will achieve 55% proficiency or higher on the iReady Math Spring Diagnostic Assessment.

Priority: In order to address the needs of all learners, we need to continue to put layers of instruction and interventions in place. In particular, we need to address the needs of all learners by putting interventions in place to address the various aspects of literacy such as decoding, vocabulary and comprehension. This is not fully in place and needs to be layered on top of core instruction. Scheduling and adherence to schedules is paramount for this to be successful. Additionally, consistent analysis of data is crucial to evaluate the effectiveness of core instruction and interventions and make adjustments accordingly.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Grades 3 to 5 will achieve 65% proficiency or higher on the STAR Reading Spring Benchmark Assessment.			
Measurable Goal Nickname (35 Character Max)			
STAR Reading Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Grades 3 to 5 will achieve 50% proficiency or higher on the STAR Reading November Progress Monitoring.	Grades 3 to 5 will achieve 55% proficiency or higher on the Winter STAR Reading Benchmark Assessment.	Grades 3 to 5 will achieve 60% proficiency or higher on the March STAR Reading Progress Monitoring.	Grades 3 to 5 will achieve 65% proficiency or higher on the STAR Reading Spring Benchmark Assessment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: In addition to core instruction, teachers must provide daily targeted small group instruction for all learners in both reading and math in order to identify and address individual student needs. The needs of all learners must be met and challenged in order to increase achievement and rigor. This includes analysis of data and student performance in order to design personalized instruction. Collaboration time and monitoring of progress must occur to promote success.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
English Learners will achieve 45% proficiency or higher on the Spring STAR Reading Benchmark Assessment.			

Measurable Goal Nickname (35 Character Max)			
STAR Reading Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Learners will achieve 25% proficiency or higher on the November STAR Reading Progress Monitoring.	English Learners will achieve 35% proficiency or higher on the Winter STAR Reading Benchmark Assessment.	English Learners will achieve 40% proficiency or higher on the March STAR Reading Progress Monitoring.	English Learners will achieve 45% proficiency or higher on the Spring STAR Reading Benchmark Assessment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Grades 3 to 5 will achieve 55% proficiency or higher on the iReady Math Spring Diagnostic Assessment.			
Measurable Goal Nickname (35 Character Max)			
iReady Math Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Grades 3-5 will achieve 25% proficiency or higher on the iReady Math Fall Diagnostic Assessment.	Grades 3-5 will achieve 40% proficiency or higher on the iReady Math Winter Diagnostic Assessment.	Grades 3-5 will achieve 40% proficiency or higher on the iReady Math Winter Diagnostic Assessment.	Grades 3-5 will achieve 55% proficiency or higher on the iReady Math Spring Diagnostic Assessment.

Action Plan

Measurable Goals

STAR Reading Proficiency	STAR Reading Proficiency
iReady Math Proficiency	STAR Reading Proficiency
	iReady Math Proficiency

Action Plan For: Targeted small group reading instruction

Measurable Goals:
<ul style="list-style-type: none"> Grades 3 to 5 will achieve 55% proficiency or higher on the iReady Math Spring Diagnostic Assessment. Grades 3 to 5 will achieve 65% proficiency or higher on the STAR Reading Spring Benchmark Assessment.

Action Step		Anticipated Start/Completion Date	
English Language Arts teachers, Reading Specialists and Social Studies teachers analyze Fall Benchmark STAR Reading data. Look at proficiency levels		2024-08-28	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sabrina Albright / Assistant Principal	Reading Specialists, ESL Program Specialist's involvement and input, STAR Data reports	No	
Action Step		Anticipated Start/Completion Date	
English Language Arts teachers, Reading Specialists and Social Studies teachers analyze Winter Benchmark STAR Reading data. Look at proficiency levels, growth and informational text standards.		2025-01-06	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sabrina Albright / Assistant Principal	Reading Specialists, ESL Program Specialist's involvement and input, STAR Data reports	No	
Action Step		Anticipated Start/Completion Date	
English Language Arts teachers, Reading Specialists and Social Studies teachers analyze Spring Benchmark STAR Reading data. Look at proficiency levels, growth and informational text standards.		2025-05-05	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sabrina Albright / Assistant Principal	Reading Specialists, ESL Program Specialist's involvement and input, STAR Data reports	No	
Action Step		Anticipated Start/Completion Date	
Building Administration will hold bi-weekly meetings with ELA and Social Studies Teachers to analyze data, collaborate on cross-curricular literacy instruction (including phonics & word study) and plan how they will meet students' needs with targeted small group instruction.		2024-09-09	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Sabrina Albright / Assistant Principal	Reading Specialists, ESL Program Specialist's involvement and input, STAR Data reports	Yes	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
STAR Reading data reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction	Sabrina Albright and the Assistant principal will conduct bi-weekly walk-throughs and/or classroom visits during core reading instruction, phonics instruction, and Social Studies instruction to ensure small groups and content area literacy instruction are occurring. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. STAR Reading data will be analyzed and discussed at bi-weekly meetings and will be monitored quarterly by Sabrina Albright and the Assistant principal

Action Plan For: Targeted small group math instruction

Measurable Goals:
<ul style="list-style-type: none"> Grades 3 to 5 will achieve 55% proficiency or higher on the iReady Math Spring Diagnostic Assessment.

Action Step		Anticipated Start/Completion Date	
Math teachers and Math Specialists analyze iReady Math Fall Diagnostic Data. Look at proficiency levels (overall placement) and pre-requisite reports to determine learning needs.		2024-08-26	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sabrina Albright / Assistant Principal	Math Support teachers, ESL Program Specialist's involvement and input, iReady Math Diagnostic Assessment data	No	
Action Step		Anticipated Start/Completion Date	
Math teachers and Math Specialists analyze iReady Math Winter Diagnostic Data. Look at proficiency levels (overall placement), growth reports and pre-requisite reports to determine learning needs.		2025-01-06	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sabrina Albright / Assistant Principal	Math Support teachers, ESL Program Specialist's involvement and input, iReady Math Diagnostic Assessment data	No	
Action Step		Anticipated Start/Completion Date	
Math teachers and Math Specialists analyze iReady Math Spring Diagnostic Data. Look at proficiency levels (overall placement), and growth reports		2025-05-05	2025-05-23

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sabrina Albright / Assistant Principal	Math Support teachers, ESL Program Specialist's involvement and input, iReady Math Diagnostic Assessment data	No	
Action Step		Anticipated Start/Completion Date	
Building Administration will hold bi-weekly meetings with Math teachers to analyze data, collaborate on consistent instruction and plan how they will meet students' needs with targeted small group instruction.		2024-09-09	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sabrina Albright / Assistant Principal	Math Support Teachers, ESL Program Specialist's involvement and input, core curriculum and scope and sequence, iReady Math Diagnostic Assessment data, iReady Math personalized instruction pathway data, Ready Math assessment data, formative assessment data, targeted small group data/anecdotal notes	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
iReady Math Diagnostic and Instruction reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction	Sabrina Albright will conduct bi-weekly walk-throughs and/or classroom visits during core math instruction to ensure small group math instruction is taking place. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. iReady Math data will be monitored quarterly by Ms. Albright and Ms. Hagerman. iReady Math data will be analyzed and discussed at bi-weekly meetings.

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Targeted small group reading instruction Targeted small group math instruction 	Salaries	198,484
Instruction	<ul style="list-style-type: none"> Targeted small group reading instruction Targeted small group math instruction 	Benefits	88,932
Other Expenditures	<ul style="list-style-type: none"> Targeted small group reading instruction Targeted small group math instruction 	Supplies are needed to support reading instruction, reading across content areas, and reading interventions, as well as math instruction and intervention. Additionally, supplies for Parent and Family Engagement are essential to enhancing academic achievement.	118,391
Total Expenditures			404

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Targeted small group reading instruction	Building Administration will hold bi-weekly meetings with ELA and Social Studies Teachers to analyze data, collaborate on cross-curricular literacy instruction (including phonics & word study) and plan how they will meet students' needs with targeted small group instruction.
Targeted small group math instruction	Building Administration will hold bi-weekly meetings with Math teachers to analyze data, collaborate on consistent instruction and plan how they will meet students' needs with targeted small group instruction.

Data Analysis

Action Step		
<ul style="list-style-type: none"> Building Administration will hold bi-weekly meetings with ELA and Social Studies Teachers to analyze data, collaborate on cross-curricular literacy instruction (including phonics & word study) and plan how they will meet students' needs with targeted small group instruction. 		
Audience		
Specialists and Content Teachers		
Topics to be Included		
Data Interpretation		
Evidence of Learning		
Data summary reports		
Lead Person/Position	Anticipated Start	Anticipated Completion
Sabrina Albright and Assistant Principal	2024-09-09	2025-05-23

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Bi-weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	

Data Analysis Math

Action Step
<ul style="list-style-type: none"> Building Administration will hold bi-weekly meetings with Math teachers to analyze data, collaborate on consistent instruction and plan how they will meet students' needs with targeted small group instruction.

Audience		
Specialists and Content Teachers		
Topics to be Included		
Data Interpretation		
Evidence of Learning		
Data summary reports		
Lead Person/Position	Anticipated Start	Anticipated Completion
Sabrina Albright and Assistant Principal	2024-09-09	2025-05-23

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Bi-weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Sabrina Albright	2024-08-29
School Improvement Facilitator Signature	Date
Jonathan Ayre	2024-08-28