

Pleasant Valley Elementary School

School wide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Pleasant Valley Elementary School		120455203
Address 1		
476 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		
Roger Pomposello		
Principal Email		
pomposello.roger@pvbears.org		
Principal Phone Number		Principal Extension
570-402-1000		6004
School Improvement Facilitator Name		School Improvement Facilitator Email
Jonathan Ayre		Ayre.Jonathan@pvbears.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Roger Pomposello	Building Principal	Pleasant Valley Elementary School	pomposello.roger@pvbears.org
Vickie O'Rourke	Community Member	Pleasant Valley Community	kevin_vickieo@hotmail.com
Christie Doll	Education Specialist	Pleasant Valley Elementary School	doll.christie@pvbears.org
Melissa Kern	Teacher	Pleasant Valley Elementary School	kern.missy@pvbears.org
Linda Barney	Community Member	The Growing Place	tgplbarney@ptd.net
Melissa Kern	Teacher	Pleasant Valley School District	kern.missy@pvbears.org
Susan Price	Education Specialist	Pleasant Valley School District	price.susan@pvbears.org
Dr. James Konrad	Chief School Administrator	Pleasant Valley School District	konrad.james@pvbears.org
Sarah Adams	Other	Pleasant Valley School District	adams.sarah@pvbears.org
April Kresge	Teacher	Pleasant Valley School District	kresge.april@pvbears.org
Bernadette Fierro	District Level Leaders	Pleasant Valley School District	fierro.bernadette@pvbears.org
Jonathan Ayre	District Level Leaders	Pleasant Valley School District	ayre.jonathan@pvbears.org
Madeline Imparato	Paraprofessional	Pleasant Valley School District	imparato.madeline@pvbears.org
Stacy Meckes	Teacher	Pleasant Valley School District	meckes.stacy@pvbears.org
Dora Tartar	Community Member	Pleasant Valley School District	unknown
Nancy Harkins	Education Specialist	Pleasant Valley School District	harkins.nancy@pvbears.org
Samantha Marrero	Parent	Pleasant Valley School District	unknown
Elizabeth Velazquez	Parent	Pleasant Valley School District	unknown

Vision for Learning

Vision for Learning

Pleasant Valley Elementary will focus on student centered learning and promoting the education of the whole child. We will all work together in a collaborative manner to promote student success.

Future Ready PA Index

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

True K	True 1	True 2	False 3	False 4	False 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
iReady local Math assessment	On the final diagnostic assessment for the 2023-24 SY, 50% of students at PVE tested at the midpoint level for their grade level or above their grade level.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	The All Student Group decreased in regular attendance to 67.8%, which is below the statewide average of 73.9%

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

Strengths

Indicator iReady local math assessment ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically disadvantaged kindergarten students scored at mid-grade to above-grade at a rate of 78% on their final diagnostic compared to 73% non-economically disadvantaged kindergarten students.
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator iReady local math assessment ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations First and second grade economically disadvantaged students performed at mid-grade to above-grade at a lower rate (37%, first grade and 28%, second grade) than their non-economically disadvantaged peers (42%, first grade and 49%, second grade).
Indicator ESSA Student Subgroups	Comments/Notable Observations

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.

Economically disadvantaged kindergarten students scored at mid-grade to above-grade at a rate of 78% on their final diagnostic compared to 73% non-economically disadvantaged kindergarten students.

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.

First and second grade economically disadvantaged students performed at mid-grade to above-grade at a lower rate (37%, first grade and 28%, second grade) than their non-economically disadvantaged peers (42%, first grade and 49%, second grade).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Early Literacy Assessment	The students in grades K-2 were 66% proficient overall.
STAR Early Literacy Assessment	Students in grades K-2 increased by 17% proficiency from Fall 2023 to Spring 2024.

English Language Arts Summary

Strengths

Students in grades K-2 increased by 17% proficiency from Fall 2023 to Spring 2024.
Overall STAR Early Literacy proficiency for end of year 2023 in grades K-2 was 66%.

Challenges

Although the overall increase in proficiency was 17%, the Spring 2024 proficiency score of 66% of students is 5% lower than the end of year proficiency of 2023, which was 71%.

Mathematics

Data	Comments/Notable Observations
iReady Math Diagnostic grade level performance	On the spring 2024 iReady Math Diagnostic Assessment, 11% of kindergarteners, 36% of first grade students, and 34% of second graders were one grade level or more below. For first and second graders, this is an improvement over spring 2023 results.
iReady Math Diagnostic Proficiency	Although first and second grades showed remarkable annual growth on the 2023-2024 iReady Math Diagnostic Assessment, both grade levels fell below 70% proficiency. First grade was 64% proficient and second grade was 67% proficient on the spring benchmark.
iReady Math Diagnostic Proficiency	On the 2023-2024 iReady Spring Math Diagnostic, kindergarten was 88% proficient, first grade was 64% proficient and second grade was 67% proficient.

Mathematics Summary

Strengths

On the 2023-2024 iReady Spring Math Diagnostic, kindergarten was 88% proficient, first grade was 64% proficient and second grade was 67% proficient.
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Challenges

On the spring 2024 iReady Math Diagnostic Assessment, 11% of kindergarteners, 36% of first grade students, and 34% of second graders were one grade level or more below. For first and second graders, this is an improvement over spring 2023 results.
Although first and second grades showed remarkable annual growth on the 2023-2024 iReady Math Diagnostic Assessment, both grade levels fell below 70% proficiency. First grade was 64% proficient and second grade was 67% proficient on the spring benchmark.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
iReady Math Assessment	Student overall proficiency increased from 11% in Fall 2023 to 73% in Spring 2024.
STAR Early Literacy Assessment	Students in grades K-2 increased by 17% proficiency from Fall 2023 to Spring 2024.

Science, Technology, and Engineering Education Summary

Strengths

Student overall proficiency in math increased from 11% in Fall 2023 to 73% in Spring 2024.

Challenges

Science- Given the downward trend in scores, nonfiction reading skills need to be increased in order to boost understanding of STEM-related texts.

Related Academics

Career Readiness

Data	Comments/Notable Observations
formative assessments in Social Studies/English Language Arts	Students are taught career awareness which is embedded in Literacy/Social Studies instruction. Topics such as friendships, interests and people's roles are covered.
Xello assignment completion	In Xello, second grade students work in "Career Town" to solve a mystery by learning about various jobs throughout the town. 72% of second grade students completed their career exploration in "Career Town."
Xello skills	Based upon the career exploration assignments completed in Xello, the top 3 skills needed are listening, learning and problem solving.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Data	Comments/Notable Observations
STAR Early Literacy Informational Text Proficiency	Social Studies- On the 2022-2023 Spring STAR Early Literacy Benchmark Assessment, first grade was 45% or less proficient on 10 out of the 12 standards that address informational text.
STAR Early Literacy	Social Studies- 34% of first grade students were proficient at PA Academic Standard for English Language Arts 1.2.1.E which addresses the use of various text features and search tools to locate key facts or information in a text.
STAR Early Literacy Informational Text	Social Studies-On the 2022-2023 Spring Winter STAR Early Literacy Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 67% proficient in

Proficiency	Kindergarten, 62% proficient in first grade and 88% proficient in second grade. That is an overall proficiency of 72% in K-2.
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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.

The primary grades are working towards improvement with nonfiction text interaction as well as nonfiction writing. This will help to leverage literacy skills with informational text and build a foundation for the students as they move to the Intermediate School.

Social Studies-On the 2022-2023 Spring Winter STAR Early Literacy Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 67% proficient in Kindergarten, 62% proficient in first grade and 88% proficient in second grade. That is an overall proficiency of 72% in K-2.

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.

There is room for reading growth in the content areas. This can be addressed by teaching Social Studies and Science through Literacy instruction, a cross-curricular approach, in the primary grades.

On the 2022-2023 Spring STAR Early Literacy Benchmark Assessment, first grade was 45% or less proficient on 10 out of the 12 standards that addressed informational text.

Social Studies- 34% of first grade students were proficient at PA Academic Standard for English Language Arts 1.2.1.E which addresses the use of various text features and search tools to locate key facts or information in a text.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
iReady Math Assessment	English Learners achieved a proficiency of 48% on the final spring diagnostic in 2024.
STAR Early Literacy	English Learners increased proficiency by 5% from Fall 2023 to Spring 2024.

Students with Disabilities

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

Data	Comments/Notable Observations
STAR Early Literacy Assessment Proficiency	On the Spring 2023 STAR Early Literacy Benchmark Assessment, students with disabilities were less proficient than the overall student population with a proficiency level of 49%, while the overall student population was 71% proficient.
iReady Math Diagnostic Proficiency	On the Spring 2024 iReady Math Diagnostic Assessment, students with disabilities were less proficient than the overall student population with a proficiency level of 52%, while the overall student population was 73% proficient.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
STAR Early Literacy	On the Spring 2023 STAR Early Literacy Benchmark Assessment, economically disadvantaged students scored higher than the overall student population with a proficiency level of 73%, while the overall student population was 71% proficient.
iReady Math Diagnostic Proficiency	On the Spring 2024 iReady Math Diagnostic Assessment, economically disadvantaged students were slightly less proficient than the overall student population with a proficiency level of 62%, while the overall student population was 73% proficient.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	The Hispanic student population was 65% proficient on the Spring STAR Early Literacy Benchmark Assessment, which is below the overall student population at 71% proficiency. On the Spring iReady Math Diagnostic Assessment, the Hispanic or Latino student population was 67% proficient, which is below the overall student population at 73% proficiency.
Black	Black students were 65% proficient on the Spring iReady Math Assessment, which is below the overall 73% proficiency score.
White	The White student population was 72% proficient on the Spring STAR Early Literacy Benchmark Assessment, which is slightly above the overall student population at 72% proficiency. On the Spring iReady Math Diagnostic Assessment, the White student population was 73% proficient, which is at the overall student population at 73% proficiency.

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 Spring 2023 STAR Early Literacy Benchmark Assessment, economically disadvantaged students scored higher than the overall student population with a proficiency level of 73%, while the overall student population was 71% proficient.
The 2 or more races student population were 71% proficient on the Spring STAR Early Literacy Benchmark Assessment, which is in line with the overall student population at 71% proficiency.
English Learners increased vocabulary proficiency by 5% from Fall 2023 to Spring 2024.

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 Spring 2024 iReady Math Diagnostic Assessment, students with disabilities were less proficient than the overall student population with a proficiency level of 52%, while the overall student population was 73% proficient.
On the Spring 2024 iReady Math Diagnostic Assessment, economically disadvantaged students were less proficient than the overall student population with a proficiency level of 62%, while the overall student population was 73% proficient.
English Learners achieved a math proficiency of 48% on the final spring diagnostic in 2024.

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	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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	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	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school is a strong stepping stone to work towards meeting the varying needs of students and increasing student growth and achievement.

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. This creates a strong learning environment where children can grow and thrive emotionally and academically. It is imperative to motivate students and leverage our efforts to address academic, social and emotional needs.

Using a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices will leverage our efforts to address academic recovery and continue to close the learning gap.

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?

Rebuilding and refining a multi-tiered system of supports for academics as well as identifying and addressing individual student learning needs are areas that need growth so that they are consistently being addressed by all teachers. This is a work in progress that needs further growth and refinement.

Providing frequent, timely, and systematic feedback and support on instructional practices is imperative to lift the level of instruction and address the academic needs of all students. This must be addressed within whole group and small group instruction.

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
Economically disadvantaged kindergarten students scored at mid-grade to above-grade at a rate of 78% on their final diagnostic compared to 73% non-economically disadvantaged kindergarten students.	False
Students in grades K-2 increased by 17% proficiency from Fall 2023 to Spring 2024.	True
Overall STAR Early Literacy proficiency for end of year 2023 in grades K-2 was 66%.	True
English Learners increased vocabulary proficiency by 5% from Fall 2023 to Spring 2024.	False
On the Spring 2023 STAR Early Literacy Benchmark Assessment, economically disadvantaged students scored higher than the overall student population with a proficiency level of 73%, while the overall student population was 71% proficient.	False
Student overall proficiency in math increased from 11% in Fall 2023 to 73% in Spring 2024.	False
The 2 or more races student population were 71% proficient on the Spring STAR Early Literacy Benchmark Assessment, which is in line with the overall student population at 71% proficiency.	False
Using a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices will leverage our efforts to address academic recovery and continue to close the learning gap.	True
Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school is a strong stepping stone to work towards meeting the varying needs of students and increasing student growth and achievement.	True
On the 2023-2024 iReady Spring Math Diagnostic, kindergarten was 88% proficient, first grade was 64% proficient and second grade was 67% proficient.	True
The primary grades are working towards improvement with nonfiction text interaction as well as nonfiction writing. This will help to leverage literacy skills with informational text and build a foundation for the students as they move to the Intermediate School.	False
Social Studies-On the 2022-2023 Spring Winter STAR Early Literacy Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 67% proficient in Kindergarten, 62% proficient in first grade and 88% proficient in second grade. That is an overall proficiency of 72% in K-2.	True
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. This creates a strong learning environment where children can grow and thrive emotionally and academically. It is imperative to motivate students and leverage our efforts to address academic, social and emotional needs.	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
First and second grade economically disadvantaged students performed at mid-grade to above-grade at a lower rate (37%, first grade and 28%, second grade) than their non-economically disadvantaged peers (42%, first grade and 49%, second grade).	False
Although the overall increase in proficiency was 17%, the Spring 2024 proficiency score of 66% of students is 5% lower than the end of year proficiency of 2023, which was 71%.	True
On the spring 2024 iReady Math Diagnostic Assessment, 11% of kindergarteners, 36% of first grade students, and 34% of second graders were one grade level or more below. For first and second graders, this is an improvement over spring 2023 results.	False
On the 2022-2023 Spring STAR Early Literacy Benchmark Assessment, first grade was 45% or less proficient on 10 out of the 12 standards that addressed informational text.	True
Social Studies- 34% of first grade students were proficient at PA Academic Standard for English Language Arts 1.2.1.E which addresses the use of various text features and search tools to locate key facts or information in a text.	True
Although first and second grades showed remarkable annual growth on the 2023-2024 iReady Math Diagnostic Assessment, both grade levels fell below 70% proficiency. First grade was 64% proficient and second grade was 67% proficient on the spring benchmark.	True
English Learners achieved a math proficiency of 48% on the final spring diagnostic in 2024.	False
On the Spring 2024 iReady Math Diagnostic Assessment, economically disadvantaged students were less proficient than the overall student population with a proficiency level of 62%, while the overall student population was 73% proficient.	False
On the Spring 2024 iReady Math Diagnostic Assessment, students with disabilities were less proficient than the overall student population with a proficiency level of 52%, while the overall student population was 73% proficient.	False
Science- Given the downward trend in scores, nonfiction reading skills need to be increased in order to boost understanding of STEM-related texts.	False
There is room for reading growth in the content areas. This can be addressed by teaching Social Studies and Science through Literacy instruction, a cross-curricular approach, in the primary grades.	True
Rebuilding and refining a multi-tiered system of supports for academics as well as identifying and addressing individual student learning needs are areas that need growth so that they are consistently being addressed by all teachers. This is a work in progress that needs further growth and refinement.	True
Providing frequent, timely, and systematic feedback and support on instructional practices is imperative to lift the level of instruction and address the academic needs of all students. This must be addressed within whole group and small group instruction.	True

Most Notable Observations/Patterns

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

The team discussed the concern over low levels of reading and math proficiency , particularly in first and second grade. Although there has been improvement, students continue to struggle with early reading behaviors, including decoding. This prevents them from applying critical thinking skills on district benchmark assessments and state assessments when they move to third grade. Consequently, this is causing struggles in math as well. There was a strong discussion regarding the students' need in grades K-2 to have more interactions with nonfiction text. Utilizing nonfiction text to leverage reading and writing proficiency will increase student achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
On the 2022-2023 Spring STAR Early Literacy Benchmark Assessment, first grade was 45% or less proficient on 10 out of the 12 standards that addressed informational text.		False
Social Studies- 34% of first grade students were proficient at PA Academic Standard for English Language Arts 1.2.1.E which addresses the use of various text features and search tools to locate key facts or information in a text.	Students in the primary grades need more in-depth interactions with nonfiction text. They must be taught how to use various nonfiction text features and how to locate key facts or information in a text. Writing about their nonfiction reading is paramount to solidify their learning. Students' comprehension improves when they write about what they read and learn from content classroom instruction.	False
Although first and second grades showed remarkable annual growth on the 2023-2024 iReady Math Diagnostic Assessment, both grade levels fell below 70% proficiency. First grade was 64% proficient and second grade was 67% proficient on the spring benchmark.		False
There is room for reading growth in the content areas. This can be addressed by teaching Social Studies and Science through Literacy instruction, a cross-curricular approach, in the primary grades.	Students in the primary grades need more in-depth interactions with nonfiction text. They must be taught how to use various nonfiction text features and how to locate key facts or information in a text. Writing about their nonfiction reading is paramount to solidify their learning. This will leverage reading and writing proficiency.	True
Rebuilding and refining a multi-tiered system of supports for academics as well as identifying and addressing individual student learning needs are areas that need growth so that they are consistently being addressed by all teachers. This is a work in progress that needs further growth and refinement.		False
Providing frequent, timely, and systematic feedback and support on instructional practices is imperative to lift the level of instruction and address the academic needs of all students. This must be addressed within whole group and small group instruction.	Instructional practices must address the needs of all students in both core instruction (whole group and small group) and targeted interventions. Effective data analysis, record keeping and tracking student progress are imperative.	True
Although the overall increase in proficiency was 17%, the Spring 2024 proficiency score of 66% of students is 5% lower than the end of year proficiency of 2023, which was 71%.	Effective use of materials and delivery of instruction that is differentiated is paramount. The level of instruction must be lifted consistently in order to increase student achievement and set the students up for success in the next	True

	grade.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
Students in grades K-2 increased by 17% proficiency from Fall 2023 to Spring 2024.	The reading program facilitates critical thinking and analysis. This has begun to lift the level of instruction and push students' thinking.
Overall STAR Early Literacy proficiency for end of year 2023 in grades K-2 was 66%.	Laying a strong literacy foundation is crucial. This provides students with the tools needed to increase performance on the English Language Arts PSSA.
Using a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices will leverage our efforts to address academic recovery and continue to close the learning gap.	Assessment is the key to identifying the needs of each student and determining next instructional moves.
On the 2023-2024 iReady Spring Math Diagnostic, kindergarten was 88% proficient, first grade was 64% proficient and second grade was 67% proficient.	Strong previous instruction set the students up for success on the 2023 Math PSSA. This strong foundation will help student achievement as they move into third grade.
Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school is a strong stepping stone to work towards meeting the varying needs of students and increasing student growth and achievement.	Empowering teachers as instructional leaders will allow them to support each other in the implementation of best instructional practices.
Social Studies-On the 2022-2023 Spring Winter STAR Early Literacy Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 67% proficient in Kindergarten, 62% proficient in first grade and 88% proficient in second grade. That is an overall proficiency of 72% in K-2.	This is a strong stepping stone as students work toward mastery of the nonfiction state standards.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students in the primary grades need more in-depth interactions with nonfiction text. They must be taught how to use various nonfiction text features and how to locate key facts or information in a text. Writing about their nonfiction reading is paramount to solidify their learning. Students' comprehension improves when they write about what they read and learn from content classroom instruction. This will leverage reading and writing proficiency.
	Effective use of materials and delivery of instruction that is differentiated is paramount. The level of instruction must be lifted consistently in order to increase student achievement and set the students up for success in the next grade.
	The level of English Language Arts instruction must be lifted consistently across the grade levels in order to increase student achievement and set the students up for success in third grade.

Goal Setting

Priority: Effective use of materials and delivery of instruction that is differentiated is paramount. The level of instruction must be lifted consistently in order to increase student achievement and set the students up for success in the next grade.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students in grades K-2 will achieve 70% proficiency or higher on the Spring iReady Math Diagnostic Benchmark Assessment.			
Measurable Goal Nickname (35 Character Max)			
Math Achievement- iReady Proficiency goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
15% proficiency	30% proficiency	55% proficiency	70% proficiency

Priority: Students in the primary grades need more in-depth interactions with nonfiction text. They must be taught how to use various nonfiction text features and how to locate key facts or information in a text. Writing about their nonfiction reading is paramount to solidify their learning. Students' comprehension improves when they write about what they read and learn from content classroom instruction. This will leverage reading and writing proficiency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students in grades K-2 will achieve 70% proficiency or higher scaled score on the Acadience Reading Assessment.			
Measurable Goal Nickname (35 Character Max)			
Reading Achievement- Acadience proficiency goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
15% proficiency	30% proficiency	55% proficiency	70% proficiency

Priority: The level of English Language Arts instruction must be lifted consistently across the grade levels in order to increase student achievement and set the students up for success in third grade.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
K-2 students will increase the Acadience average scaled score by at least 10 points from Fall 2024 to Spring 2025.			
Measurable Goal Nickname (35 Character Max)			
K-2 Acadience Growth Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

15% proficiency	30% proficiency	55% proficiency	70% proficiency
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Action Plan

Measurable Goals

K-2 Acadience Growth Goal	Reading Achievement- Acadience proficiency goal
Math Achievement- iReady Proficiency goal	

Action Plan For: Targeted and flexible small group instruction

Measurable Goals:
<ul style="list-style-type: none"> K-2 students will increase the Acadience average scaled score by at least 10 points from Fall 2024 to Spring 2025. Students in grades K-2 will achieve 70% proficiency or higher on the Spring iReady Math Diagnostic Benchmark Assessment. Students in grades K-2 will achieve 70% proficiency or higher scaled score on the Acadience Reading Assessment.

Action Step		Anticipated Start/Completion Date	
Bi-weekly, teachers will review formative data in order to determine flexible grouping/regrouping by skills.		2024-09-09	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mr. Roger Pomposello/Principal	iReady and Acadience diagnostics/ongoing training and data review	Yes	
Action Step		Anticipated Start/Completion Date	
Monthly, teacher teams and department chairs will meet to review groups and data and to assess professional learning needs.		2024-09-18	2025-05-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mr. Pomposello/Principal	iReady and Acadience data	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Thoughtful, targeted, and flexible small group instruction will lead to attainment of 70% proficiency on the iReady and Acadience tests as well as growth of at least 10 points in Reading.	Bi-weekly/Classroom teachers and building administration.

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 and flexible small group instruction	Salaries	198,484
Instruction	<ul style="list-style-type: none">Targeted and flexible small group instruction	Benefits	88,932
Other Expenditures	<ul style="list-style-type: none">Targeted and flexible small group instruction	Supplies	118,391
Total Expenditures			404

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Targeted and flexible small group instruction	Bi-weekly, teachers will review formative data in order to determine flexible grouping/regrouping by skills.
Targeted and flexible small group instruction	Monthly, teacher teams and department chairs will meet to review groups and data and to assess professional learning needs.

Ongoing Acadience Training

Action Step		
<ul style="list-style-type: none"> Bi-weekly, teachers will review formative data in order to determine flexible grouping/regrouping by skills. 		
Audience		
Teachers and Reading Specialists		
Topics to be Included		
Data Interpretation		
Evidence of Learning		
Data summary reports		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mr. Pomposello/Principal	2024-10-09	2025-04-16

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	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Roger Pomposello	2024-08-28
School Improvement Facilitator Signature	Date
Jonathan Ayre	2024-08-28