Mifflin Park El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Mifflin Park Elementary		114063003
Address 1		
598 Governor Drive		
Address 2		
City	**State**	**Zip Code**
Reading	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr. Lisa Hess		lisa.hess@gmsd.org
Principal Name		
Melissa Paparella		
Principal Email		
melissa.paparella@gmsd.org		
Principal Phone Number		**Principal Extension**
610-898-1489		4010
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Mary Libby		mary.libby@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ann Moyer	Reading Specialist	Mifflin Park Elementary	ann.moyer@gmsd.org
Jessica Weisman	Reading Specialist	Mifflin Park Elementary	jessica.weisman@gmsd.org
Kim Korewejo	Reading Specialist	Mifflin Park Elementary	kimberly.korejwo@gmsd.org
Ryan Katzenmoyer	grade level teacher	Mifflin Park Elementary	ryan.katzenmoyer@gmsd.org
Christa Shiffer	ELL teacher	Mifflin Park Elementary	christa.shiffer@gmsd.org
Heather Van Schiak	Community Member	Community Member	Thevanschaickfam@gmail.com
Katheen Jacobs	Teacher	Mifflin Park Elementary	kathleen.jacobs@gmsd.org
Melissa Paparella	Principal	Mifflin Park Elementary	melissa.paparella@gmsd.org
Lisa Hess	Chief School Administrator	Superintendent	lisa.hess@gmsd.org
Betsy Adams	Board Member	Board Member	
Mary Libby	Chief School Administrator	Superintendent	mary.libby@gmsd.org
Korissa Quinter	Parent	Parent	

Vision for Learning

Vision for Learning

The Governor Mifflin School District is a community of dedicated individuals working together to achieve the mission of, Educating, Inspiring, and Empowering Every Student Every Day. OUR MISSION: The Governor Mifflin School District: Educating, Inspiring, and Empowering Every Student, Every Day. All Mifflin Park students feel accepted and loved in our school community. As a result, they grow as inquisitive, creative, caring, growth-focused, real world problem solvers.

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	**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
Science PSSA Performance	77% P/A 22-23 PSSA
ELA PSSA Performance	58% P/A on 22-23 PSSA. Exceeded state average by 3%. 41.8% P/A on 22-23 PSSA for our Hispanic population and 44% P/A for our economically disadvantaged population and growing.
Attendance	90.52% regular attendance, exceeding state average by almost 9%.
3rd grade ELA	3rd grade ELA PSSA performance from 22-23 increased 2%, and increased proficient and advanced, and decreased below basic.

Challenges

Indicator	Comments/Notable Observations
Math PSSA Performance	44% grade 3 and 45% grade 4 proficient or advanced on 22-23 PSSA performance. All subgroups showed decline, excluding the economically disadvantaged group.
Growth of specific populations on the Math PSSA: Hispanic students, EL, economically disadvantaged	By 2030, our growth metrics for our sub-groups need to double. In Math, only 21% of Hispanic students, 27% Econ Disadvantaged, and 12% Special Education were P/A on the Math PSSA on 21-22 PSSA

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

Strengths

Indicator ESL student proficiency rates have increased. **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** Between 20-21 and 21-22 SY, our EL student proficiency doubled from 18-40% on the math PSSA.
Indicator ED student ELA data **ESSA Student Subgroups**	**Comments/Notable Observations** 44% proficiency on ELA PSSA, and making progress.

English Learners	
Indicator PSSA Science subgroup data **ESSA Student Subgroups** Hispanic, White	**Comments/Notable Observations** All subgroups met or exceeded the statewide average and our white population exceeded the statewide 2033 goal.

Challenges

Indicator ELA proficiency **ESSA Student Subgroups** Hispanic, Students with Disabilities	**Comments/Notable Observations** Students with disabilities = 18% proficiency on 21-22 PSSA 32% Hispanic students proficiency on 21-22 PSSA
Indicator Math Below Basic **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** 21% below basic in 3rd grade Math and 25% in 4th grade Math

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.

Attendance
ELA performance on PSSA
Science performance on PSSA
Science sub-group performance

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.

Reduce the number of students who perform below basic by moving students from below basic into basic and basic into procifient.
Overall ELA performance-- noticing a decrease in advanced to proficient and how to move students by supporting TDA responses.
PSSA Science - implementing new science standards with fidelity through the Amplify curriculum.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
53% of economically disadvantaged students were on or above grade level for the 23-24 SY.	This is nearly 11% lower than the whole population.
64% of students were reading on grade level or greater by end of this 23-24 SY.	This is a 9% increase from the 22-23 SY on the iReady Reading Diagnostic.
54% of Hispanic students scored on or above grade level in the 23-24 SY.	This is 10% lower than the whole population.

English Language Arts Summary

Strengths

64% of white students were at or above reading grade level on the iReady reading Diagnostic.
Students are significantly growing across the building in reading. The Ready Reading Diagnostic showed a 9% increase across the whole building of students reading at or above grade level.
Ready Reading data for ELL students has improved. For example, it was at 44% in the 22-23 SY. This school year, 23-24, showed a 10% increase in growth of students reading at or above grade level. Students in the economically disadvantaged category also saw a growth in percentage of students reading at or above grade level. In the 22-23 SY E/D students were at 49% compared to the 53% this 23-24 SY. This is a 4% increase.

Challenges

Moving the students who are farthest behind using research based strategies in phonics. One concern is in ready data. Nearly 40% of grade 4 students were found to have phonics deficits in our in house benchmark end of year exam.
Moving students from Basic to Proficient. We need to more closely analyze why the gaps are occurring and target those specific standards and areas. 53% of students were P/A so nearly half of students scored B or BB. We are significantly below the 81% goal the state has set for the year 2030.

Mathematics

Data	Comments/Notable Observations
56% of students were reading on grade level or greater by end of this 23-24 SY per Ready Math Diagnostic data.	This is a 3% increase from the 22-23 SY on the iReady Math Diagnostic.
46% of Hispanic students scored on or above grade level in math per Ready Math Diagnostic data.	This is a 3% increase from the 22-23 SY on the iReady Math Diagnostic which matches the whole building's student population growth percentage.
Tier 2 students decreased by 3% in the 23-24 SY on the Ready Math Diagnostic, along with Tier 3 students who decreased by 1% in the 23-24 SY.	Students are growing in math, but we still have gaps in student performance. How can we more specifically analyze what gaps exist in student learning?

Mathematics Summary

Strengths

We have meaningful, targeted intervention math time which helps to address gaps with Tier 2 and Tier 3 performing students..
Ready math data is being utilized to form meaningful instructional groupings to provide purposeful targeted instructional time with the appropriate materials and resources.
The median percent progress towards Typical Growth for our school is 113% across all grade levels! This is terrific, but we still have work to do across all subgroups.
Students are growing across the building in mathematics. The Math Reading Diagnostic showed a 3% increase across the whole building of students achieving at or above grade level in the 23-24 SY compared to the 22-23 SY.

Challenges

32% of ESL students scored Proficient/Advanced on the Math PSSA.
We have decreased our students scoring 2 or more grade levels below and moved them to one grade level below. Now we need to identify, practice, and monitor what strategies will move them from one grade level below to on grade level. This is nearly 1/3 of students.
While our students who scored Advanced on the Math PSSA increased (14%- however aligned to 14% of state average), our students in the Proficient category dipped, increasing our Basic outcomes.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
72% of Hispanic students scored P/A on the PSSA.	This number is slightly higher but still below average.
67% of economically disadvantaged students scored P/A.	This is lower than previous 3 years.
77% P/A on PSSA (down from 80% in the 21-22 SY PSSA).	Decreased 3% from last year which was down 3% from the year before (6% gap in 3 years).

Science, Technology, and Engineering Education Summary

Strengths

With 1 year of the Amplify Science curriculum educators are able to scope and sequence across trimesters providing hands on learning experiences for learners K-12.
87% of white students scored P/A on the PSSA in Science.
67% of Hispanic students scored P/A on 23-24 PSSA in Science.
Subgroup performance and TExpl Learning leading to more hands on experiences for students.

Challenges

67% of economically disadvantaged students were P/A, more than 15% below the school average.
Turning that learning into standards based practice.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339 Plan	To provide more opportunity for career readiness, we have opened up the building schedule and allowed for Innovations to be the updated hub for career readiness education. Students will have access to coding, design thinking and problem solving skills, innovative teaching methods that put students at the center of learning experiences that will translate into the ever-changing world. In addition, our guidance counselor will push into classrooms providing social and emotional supports, with also putting the needs of our students first and opening time to meet with more groups and students individually.

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

False Environment and Ecology Omit

Data	Comments/Notable Observations
All students complete 1 TEXPL per year.	All teachers are required to complete 1 TEXPL per year in additional to STEAM team support and hands-on learning opportunities.

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.

All counselors attend regular 339 training to update our curricula in career and future readiness. All students receive instruction in this area throughout the year.
Our Innovation class focuses on the 4 C's, which is likely leading to the significant gains and growth we are seeing in the science area.
Many teachers do, but looking ahead, creating a PBL requirement: all teachers must complete 1 PBL per year.
Responsive Classroom: Responsive Classroom helps meet the 339 plan by developing the social-emotional skills our students need to be successful and overcome challenges.
MP has a PTO that supports its students, families, and school wide goals/initiatives.

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.

Providing opportunities for our Innovation teacher and Librarian to support implementation of PBLs.
Reaching families in a way that would provide higher number of attendance at PTO.

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
28% PSSA P/A performance ELA	This number has increased by almost 10% this year!
16% PSSA P/A performance Math	This number decline by 12% from last year. We must identify and adjust to find the cause for this slide.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	In ELA, Science, and Math, Hispanic students are scoring, on average, 15% lower than their non-hispanic peers.

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.

In 22-23, we adopted a new resource for ESL students-- National Geographic that is aligned to PA standards and grade level as well as EL proficiency levels.
Attendance average is 91%, well above the state average and showing that our students are coming to school.
iReady diagnostic data shows that our students are rapidly growing, more than 60% of our students making 1 year's growth in math, and 75% of ELA being on grade level.
We departmentalized special ed- one math, one ELA teacher in special education. Our special education students are moving from below basic to basic.

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.

Hispanic and Special Education students scoring below their peers in all subject areas by an average of 15%
Increasing our sense of belonging for Hispanic and Special Education students is integral to them accessing their learning.
Increasing exposure to rigorous on grade level material, as well as strategies to attack grade level material, is integral to improving these sub-groups.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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	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	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

This year, we developed strong methodologies to utilize our Professional Learning time in Collaborative Prep time and Faculty Meetings.
We have a clear vision and goals that everyone knows and can recite.
Right people in the right place-- we are working with the resources we have to have 1 teacher balance the classroom and an instructional support specialist in math, and 1 teacher serving as a Reading Specialist in MTSS coordinator.
We redefined our MTSS model for this year and it is more operational this year. We still need to find more intervention tools for math, but we are on the right track.
We have a strong community-stakeholder-school relationship. Numerous companies and programs came into our building for a math and science night to support what has been being taught in classrooms and apply it to real life situations.

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?

Identify and implement ways to have Math interventions.
Alignment between instructional feedback, professional learning, and goals so that teachers have aligned feedback and tangible ways to improve student outcomes and a way to track that.
Continuing to build on strengths of staff members and find ways to employ those strengths.

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
Science sub-group performance	False
Attendance	True
64% of white students were at or above reading grade level on the iReady reading Diagnostic.	False
Students are significantly growing across the building in reading. The Ready Reading Diagnostic showed a 9% increase across the whole building of students reading at or above grade level.	False
ELA performance on PSSA	False
We departmentalized special ed- one math, one ELA teacher in special education. Our special education students are moving from below basic to basic.	False
With 1 year of the Amplify Science curriculum educators are able to scope and sequence across trimesters providing hands on learning experiences for learners K-12.	True
The median percent progress towards Typical Growth for our school is 113% across all grade levels! This is terrific, but we still have work to do across all subgroups.	False
Students are growing across the building in mathematics. The Math Reading Diagnostic showed a 3% increase across the whole building of students achieving at or above grade level in the 23-24 SY compared to the 22-23 SY.	False
We have meaningful, targeted intervention math time which helps to address gaps with Tier 2 and Tier 3 performing students..	True
Ready Reading data for ELL students has improved. For example, it was at 44% in the 22-23 SY. This school year, 23-24, showed a 10% increase in growth of students reading at or above grade level. Students in the economically disadvantaged category also saw a growth in percentage of students reading at or above grade level. In the 22-23 SY E/D students were at 49% compared to the 53% this 23-24 SY. This is a 4% increase.	False
Ready math data is being utilized to form meaningful instructional groupings to provide purposeful targeted instructional time with the appropriate materials and resources.	False
87% of white students scored P/A on the PSSA in Science.	False
67% of Hispanic students scored P/A on 23-24 PSSA in Science.	False
Science performance on PSSA	False
Responsive Classroom: Responsive Classroom helps meet the 339 plan by developing the social-emotional skills our students need to be successful and overcome challenges.	False
We redefined our MTSS model for this year and it is more operational this year. We still need to find more intervention tools for math, but we are on the right track.	False
Our Innovation class focuses on the 4 C's, which is likely leading to the significant gains and growth we are seeing in the science	False

area.	
Subgroup performance and TExpl Learning leading to more hands on experiences for students.	False
All counselors attend regular 339 training to update our curricula in career and future readiness. All students receive instruction in this area throughout the year.	False
Many teachers do, but looking ahead, creating a PBL requirement: all teachers must complete 1 PBL per year.	False
MP has a PTO that supports its students, families, and school wide goals/initiatives.	False
In 22-23, we adopted a new resource for ESL students-- National Geographic that is aligned to PA standards and grade level as well as EL proficiency levels.	False
We have a clear vision and goals that everyone knows and can recite.	True
iReady diagnostic data shows that our students are rapidly growing, more than 60% of our students making 1 year's growth in math, and 75% of ELA being on grade level.	False
Attendance average is 91%, well above the state average and showing that our students are coming to school.	False
This year, we developed strong methodologies to utilize our Professional Learning time in Collaborative Prep time and Faculty Meetings.	False
Right people in the right place-- we are working with the resources we have to have 1 teacher balance the classroom and an instructional support specialist in math, and 1 teacher serving as a Reading Specialist in MTSS coordinator.	False
We have a strong community-stakeholder-school relationship. Numerous companies and programs came into our building for a math and science night to support what has been being taught in classrooms and apply it to real life situations.	True

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
Reduce the number of students who perform below basic by moving students from below basic into basic and basic into procifient.	False
Overall ELA performance-- noticing a decrease in advanced to proficient and how to move students by supporting TDA responses.	True
PSSA Science - implementing new science standards with fidelity through the Amplify curriculum.	True
32% of ESL students scored Proficient/Advanced on the Math PSSA.	False
Moving the students who are farthest behind using research based strategies in phonics. One concern is in ready data. Nearly 40% of grade 4 students were found to have phonics deficits in our in house benchmark end of year exam.	False
67% of economically disadvantaged students were P/A, more than 15% below the school average.	False
Reaching families in a way that would provide higher number of attendance at PTO.	False
We have decreased our students scoring 2 or more grade levels below and moved them to one grade level below. Now we need to identify, practice, and monitor what strategies will move them from one grade level below to on grade level. This is nearly	True

1/3 of students.	
Turning that learning into standards based practice.	False
Providing opportunities for our Innovation teacher and Librarian to support implementation of PBLs.	False
Increasing our sense of belonging for Hispanic and Special Education students is integral to them accessing their learning.	True
Identify and implement ways to have Math interventions.	True
While our students who scored Advanced on the Math PSSA increased (14%- however aligned to 14% of state average), our students in the Proficient category dipped, increasing our Basic outcomes.	False
Moving students from Basic to Proficient. We need to more closely analyze why the gaps are occurring and target those specific standards and areas. 53% of students were P/A so nearly half of students scored B or BB. We are significantly below the 81% goal the state has set for the year 2030.	False
Hispanic and Special Education students scoring below their peers in all subject areas by an average of 15%	False
Increasing exposure to rigorous on grade level material, as well as strategies to attack grade level material, is integral to improving these sub-groups.	False
Alignment between instructional feedback, professional learning, and goals so that teachers have aligned feedback and tangible ways to improve student outcomes and a way to track that.	False
Continuing to build on strengths of staff members and find ways to employ those strengths.	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.

Needs are aligned to comprehensive plan goals-- foundational reading skills and math skills.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Overall ELA performance-- noticing a decrease in advanced to proficient and how to move students by supporting TDA responses.	Overall, our students are still scoring just around the state average for PSSA P/A, but are growing above their PVAAS expectations (80%).	True
PSSA Science - implementing new science standards with fidelity through the Amplify curriculum.	ELA subgroup performance is significantly below peers: Hispanic = 49.2%, and economically disadvantaged = 52.7% P/A on the ELA PSSA. Also, our scores have been roughly stagnant for the last 5 years. In addition to PSSA, our F&P data showed that only 60% of our students made 1 or more year's growth this year.	True
We have decreased our students scoring 2 or more grade levels below and moved them to one grade level below. Now we need to identify, practice, and monitor what strategies will move them from one grade level below to on grade level. This is nearly 1/3 of students.	13% Below Basic to 8% Basic on the Math PSSA in one year. This decrease was nearly 33%.	False
Identify and implement ways to have Math interventions.	Using the new MTSS protocol our district established, how can we leverage resources and personnel to support that 8% scoring in below basic and the small group of students who are right on the border of proficiency?	True
Increasing our sense of belonging for Hispanic and Special Education students is integral to them accessing their learning.	Celebrating Hispanic culture and beliefs into lessons and our building culture along with supports to target the needs of our Special Education students is imperative in achieving growth for both subgroups.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
With 1 year of the Amplify Science curriculum educators are able to scope and sequence across trimesters providing hands on learning experiences for learners K-12.	Doing so will ensure that our students have access to high quality grade level experiences.
Attendance	97% of students had 95% or higher attendance.
We have meaningful, targeted intervention math time which helps to address gaps with Tier 2 and Tier 3 performing students..	Providing this differentiated intervention opportunity will enable all students to grow and achieve with proper supports.
We have a clear vision and goals that everyone knows and can recite.	Creates sense of belonging and keeps learning and growing at the center.
We have a strong community-stakeholder-school relationship. Numerous companies and programs came into our building for a math and science night to support what has been being taught in classrooms and apply it to real life situations.	Creates sense of belonging and keeps learning and growing at the center.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students are still scoring below the state average even though they are meeting PVAAS goals. The root cause is a significant existing gap in math skills that we must work to close to see the growth results in the PSSA. Nearly half of students performed in the basic category, so there is a huge opportunity here. Nearly 40% of students scored a 2 or lower on their TDA, showing a specific opportunity for improvement. Our Hispanic population is an area of focus for ELA with their scored 20% lower than peers. We need to implement targeted instructional strategies and interventions that address the specific needs of each subgroup, with a particular focus on addressing the decline in performance within the ELL group.
	Hispanic students scored 67.% P/A, and economically disadvantaged students scored 69% P/A, significantly below their peers. We must leverage the existing Units of Study curriculum to target these students in interventions. They are growing, and now we must push them from basic to proficiently. This connects to our 23-24 Ready Reading Diagnostic data as well.
	By utilizing productive struggle and meaningful discourse, students will gain a deeper, more rigorous understanding of Math concepts. This will provide teachers with more formative data to identify intervention needs.

Goal Setting

Priority: By utilizing productive struggle and meaningful discourse, students will gain a deeper, more rigorous understanding of Math concepts. This will provide teachers with more formative data to identify intervention needs.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
80% of teachers will make it their priority to assist, engage, monitor and motivate all students to ensure that as a whole class they meet 100% growth by the end of the year on their iReady Diagnostic results.			
Measurable Goal Nickname (35 Character Max)			
Math Stretch Growth Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Teachers will inform students on importance and meaning behind achieving stretch growth.	30%-35% of students will reach their stretch growth on iReady.	36%-55% of students will reach their stretch growth on iReady.	55%%-70% of students will reach their stretch growth on iReady.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
60% of students will perform in Tier 1, showing on grade level performance on their iready Spring diagnostic 2024.			
Measurable Goal Nickname (35 Character Max)			
Math Achievement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
35% are performing on Tier 1.	45% are performing on Tier 1 in math diagnostic.	55% are performing on Tier 1 in math diagnostic.	60% are performing on Tier 1 in math Diagnostic.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
100% of teachers will participate in PLCs that analyzes assessment data and plans upcoming lesson instruction using the lesson assessment.			
Measurable Goal Nickname (35 Character Max)			
Math Data driving PLC			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Tier 1 planning is the focus.	Tier 2 Planning is the focus.	Tier 3 planning is the focus.	Reflection on current year and refinement on upcoming year.

Priority: Students are still scoring below the state average even though they are meeting PVAAS goals. The root cause is a significant existing gap in math skills that we must work to close to see the growth results in the PSSA. Nearly half of students performed in the basic category, so there is a huge opportunity here. Nearly 40% of students scored a 2 or lower on their TDA, showing a specific opportunity for improvement. Our Hispanic population is an area of focus for ELA with their scored 20% lower than peers. We need to implement targeted instructional strategies and interventions that address the specific needs of each subgroup, with a particular focus on addressing the decline in performance within the ELL group.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
60% of Hispanic students will perform in Tier 1, showing on grade level performance on their iready Spring diagnostic 2024.			
Measurable Goal Nickname (35 Character Max)			
Math Achievement Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30%-35% of Hispanic students will perform in Tier 1 showing on grade level performance.	34%-45% of Hispanic students will perform in Tier 1 showing on grade level performance.	45%-55% of Hispanic students will perform in Tier 1 showing on grade level performance.	60% of Hispanic students will perform in Tier 1 showing on grade level performance.

Priority: Hispanic students scored 67.% P/A, and economically disadvantaged students scored 69% P/A, significantly below their peers. We must leverage the existing Units of Study curriculum to target these students in interventions. They are growing, and now we must push them from basic to proficiently. This connects to our 23-24 Ready Reading Diagnostic data as well.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
85% of Hispanic students K-4 will achieve at least one years worth of growth and/or meet end of year grade level expectations on the Ready Reading Diagnostic.			
Measurable Goal Nickname (35 Character Max)			
Hispanic ELA Achievement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
35%-50% of Hispanic students K-4 will achieve at least one years worth of growth and/or meet end of year grade level expectations on the Ready Reading Diagnostic.	50%-65% of Hispanic students K-4 will achieve at least one years worth of growth and/or meet end of year grade level expectations on the Ready Reading Diagnostic.	65%-85% of Hispanic students K-4 will achieve at least one years worth of growth and/or meet end of year grade level expectations on the Ready Reading Diagnostic.	85%-100% of Hispanic students K-4 will achieve at least one years worth of growth and/or meet end of year grade level expectations on the Ready Reading Diagnostic.

Action Plan

Measurable Goals

Math Stretch Growth Goal	Math Achievement Goal
Math Achievement	Math Data driving PLC
Hispanic ELA Achievement	

Action Plan For: Continuous Professional Growth for Enhanced Teaching Excellence

Measurable Goals:

- 80% of teachers will make it their priority to assist, engage, monitor and motivate all students to ensure that as a whole class they meet 100% growth by the end of the year on their iReady Diagnostic results.
- 100% of teachers will participate in PLCs that analyzes assessment data and plans upcoming lesson instruction using the lesson assessment.
- 60% of students will perform in Tier 1, showing on grade level performance on their iready Spring diagnostic 2024.
- 85% of Hispanic students K-4 will achieve at least one years worth of growth and/or meet end of year grade level expectations on the Ready Reading Diagnostic.
- 60% of Hispanic students will perform in Tier 1, showing on grade level performance on their iready Spring diagnostic 2024.

Action Step		**Anticipated Start/Completion Date**	
Maintain and grow our professional learning communities. Educators will collaborate regularly to analyze student data, share best practices and discuss instructional strategies. Providing dedicated time during the school day for PLC meetings and professional development sessions is imperative to the success and continual growth of our already established PLCs. Offering supports and training for teachers on evidence-based practices, differentiated instruction, and classroom management techniques will also improve instruction and lead to overall student growth. By regularly evaluating the effectiveness of professional learning initiatives by receiving educator feedback, monitoring student outcomes, and tracking data, adjustments can and will be made to ensure the needs of both our educators and students are met.		2024-08-19	2025-05-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, K-4 Teaching Staff, Reading Specialists and data instructional coach	Classroom data, building data, technology, etc.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased scores in all areas of learning. Math, Reading, Writing, Science, and SS. Teachers who are departmentalized will compare and communicate findings along with strategies with homeroom teacher to vertically assist needs of students.	Once a month, each team member, reading specialists, principal and instructional data coach.

Action Plan For: Differentiated Instruction for Inclusive Learning

Measurable Goals:
• 80% of teachers will make it their priority to assist, engage, monitor and motivate all students to ensure that as a whole class they meet 100% growth by the end of the year on their iReady Diagnostic results. • 100% of teachers will participate in PLCs that analyzes assessment data and plans upcoming lesson instruction using the lesson assessment. • 60% of students will perform in Tier 1, showing on grade level performance on their iready Spring diagnostic 2024. • 85% of Hispanic students K-4 will achieve at least one years worth of growth and/or meet end of year grade level expectations on the Ready Reading Diagnostic. • 60% of Hispanic students will perform in Tier 1, showing on grade level performance on their iready Spring diagnostic 2024.

Action Step		**Anticipated Start/Completion Date**	
Develop Individualized Education Plans (IEPs) for each student with disabilities, tailored to their unique learning needs, strengths, and areas for growth. Collaborate with special education teachers, support staff, and families to ensure alignment between IEP goals and classroom instruction. Regularly assess student progress and adjust instructional strategies accordingly to maximize learning outcomes.		2024-08-19	2025-05-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Koryn Jones-Garman Angela Mulhare Grade Level Teachers	Curriculum Resources IEP Schedule Tracker Universal Screener Benchmark Data	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased Reading Comprehension Scores Increased growth in iReady Math and ELA scores Increase performance on benchmark assessments	"Universal Screener: First and Second Week of School Benchmark Window 1: Oct. 14 - 25 Benchmark Window 2: Dec. 16-20 Benchmark Window 3: March 10-13" "MAP Growth (K-12) MAP Fluency (K-2 and as appropriate) iReady Diagnostics: "Window 1: First and Second Week of School Window 2: Nov. 18-22 Window 3: Feb. 10-13 Window 4: May 12 - 23" iReady (Reading & Math)

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	• Continuous Professional Growth for Enhanced Teaching Excellence • Differentiated Instruction for Inclusive Learning	Reading Specialist Salary	135000
Instruction	• Continuous Professional Growth for Enhanced Teaching Excellence • Differentiated Instruction for Inclusive Learning	Reading Specialist Benefits	40283
Instruction	• Differentiated Instruction for Inclusive Learning	Literacy Supplies	2500
Instruction	• Differentiated Instruction for Inclusive Learning	Parent and Family Engagement Supplies	2500
Total Expenditures			180283

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Continuous Professional Growth for Enhanced Teaching Excellence	Maintain and grow our professional learning communities. Educators will collaborate regularly to analyze student data, share best practices and discuss instructional strategies. Providing dedicated time during the school day for PLC meetings and professional development sessions is imperative to the success and continual growth of our already established PLCs. Offering supports and training for teachers on evidence-based practices, differentiated instruction, and classroom management techniques will also improve instruction and lead to overall student growth. By regularly evaluating the effectiveness of professional learning initiatives by receiving educator feedback, monitoring student outcomes, and tracking data, adjustments can and will be made to ensure the needs of both our educators and students are met.

School Coaching and Collaborative PLC Data Teams

Action Step		
• Maintain and grow our professional learning communities. Educators will collaborate regularly to analyze student data, share best practices and discuss instructional strategies. Providing dedicated time during the school day for PLC meetings and professional development sessions is imperative to the success and continual growth of our already established PLCs. Offering supports and training for teachers on evidence-based practices, differentiated instruction, and classroom management techniques will also improve instruction and lead to overall student growth. By regularly evaluating the effectiveness of professional learning initiatives by receiving educator feedback, monitoring student outcomes, and tracking data, adjustments can and will be made to ensure the needs of both our educators and students are met.		
Audience		
Principal, K-4 Teaching Staff, Specialists, Special Education Staff		
Topics to be Included		
Student achievement and growth data Evidence-based instructional practices Differentiated instruction Classroom management techniques		
Evidence of Learning		
Implementation of practice in grade level meetings, faculty meetings, and improvement in student academic performance.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal, District Administration	2024-08-19	2025-05-23

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Once a Month
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 2b: Establishing a Culture for Learning • 1f: Designing Student Assessments • 3c: Engaging Students in Learning	

• 1d: Demonstrating Knowledge of Resources • 2d: Managing Student Behavior • 2c: Managing Classroom Procedures • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques • 1b: Demonstrating Knowledge of Students • 3d: Using Assessment in Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 2a: Creating an Environment of Respect and Rapport
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Approvals & Signatures

Uploaded Files
• 2024-2025 Board Affirmation Statement.pdf

Chief School Administrator	**Date**
Lisa Hess	2024-08-20
Building Principal Signature	**Date**
Melissa Paparella	2024-08-21
School Improvement Facilitator Signature	**Date**