

Cumru El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Cumru Elementary		114063003
Address 1		
601 Philadelphia Avenue		
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		
Brian Cote		
Principal Email		
brian.cote@gmsd.org		
Principal Phone Number		Principal Extension
6107755081		5010
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Mary Libby		mary.libby@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Lisa Hess	Chief School Administrator	Governor Mifflin School Distri	lisa.hess@gmsd.org
Dr. Mary Libby	Chief School Administrator	Governor Mifflin School Distri	mary.libby@gmsd.org
Brian Cote	Principal	Cumru Elementary	brian.cote@gmsd.org
Cynthia Stevens	Education Specialist	Cumru Elementary	cynthia.stevens@gmsd.org
Susan Wentling	Reading Specialist	Cumru Elementary	susan.wentling@gmsd.org
Kirstin Shockey	Reading Specialist	Curmu Elementary	Kirstin.shockey@gmsd.org
Mrs. Smith	Teacher	Cumru Elementary	lisa.smith@gmsd.org
Mrs. Turtell	Teacher	Cumru Elementary	tara.turtell@gmsd.org
Dan Shuman	Teacher	Cumru Elementary	dan.shuman@gmsd.org
Dawn Palange	School Board Representative	Governor Mifflin SD	dawn.palange@gmsd.org
Melanie Maldonado	Paraprofessional	Cumru Elementary	melanie.maldonado@gmsd.org
Amanda Hansen	Parent	PTO	awalters221@gmail.com
Lindsay Mohring Thomson	Community Member	PTO	lindsayot09@yahoo.com

Vision for Learning

Vision for Learning

The Governor Mifflin School District is a community of dedicated individuals working together to Educate, Inspire, and Empower Every Student, Every Day.

Mission: All Cumru students will “grow, flourish and succeed.” **Students learn “As Cumru kids we say each day, respect and kindness are the way. To show we care in word and deed, lets grow, flourish, and succeed.” Students will “Grow, Flourish, and Succeed” if Administration, Teachers & Staff... - Encourage and support students in their pursuit of excellence (well rounded experience). a) that is student centered b) that is innovative (including technology) c) that is inclusive for all - Set and maintain high expectations for all students with individualized scaffolded instruction when necessary. - Commit to life long learning through professional development opportunities (supportive of instruction needs for student growth academically & behaviorally) - Establish lasting relationships with students and families, as well as community partnerships, to promote student learning to their fullest potential. - Continuously evaluate and embed instructional practices that ensure students and staff feel a sense of belonging where their dignity is honored.

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
PSSA Math Assessment (PVAAS) (22-23)	In 2022-2023 School year, 40.0% of students scored proficient / advanced on the PSSA Math Assessment which is above the state average of 38.3%.
PSSA English Language Arts (22-23)	57.5% of white students performed proficient or above on the ELA PSSA assessment.
PSSA Science Assessment (22-23)	74.3% of students scored advanced on the Science PSSA Assessment which is above the state average of 58.9%. Both our Hispanic population (65.5%) and Economically disadvantaged students (63.9%) are performing above the state average.
PVAAS (22-23)	PVAAS data exceeds the statewide growth in all areas. In ELA: student growth was 100% to the state average of 75.4%. In Math: student growth was 92.0% to the state average of 74.9%. In Science: student growth was 82% to the state average of 74.7%.

Challenges

Indicator	Comments/Notable Observations
PSSA English Language Arts (22-23)	All student groups did not meet the interim goal/target for ELA PSSA assessment bringing our overall score to 48% compared to the state average of 54.5%. 24.2% of Students with Disabilities performed at or above proficiency.
PSSA Math Assessment (22-23)	Students with disabilities, economically disadvantaged, Hispanic and White student subgroups decreased in performance from the previous year in PSSA Math.
PSSA English Language Arts (22-23)	Digging deeper, all students including Cumru's Economically Disadvantaged (40.3%), Hispanic (39.3%), White (57.5%) and Students with Disabilities (24.2%) are underperforming on the PSSA ELA state tests that had an average of 48%. The biggest discrepancy from the previous year to this year related to students in the White subgroup.

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

Strengths

Indicator	Comments/Notable Observations
Math PSSA Results (22-23) ESSA Student Subgroups	Third and fourth grade students in the White Category (Goal and Interim Targets) are performing on or above their expected levels in PSSA Math (22-23 SY) White 56.2% > 38.3%

White	
<p>Indicator iReady Math Data (23-24)</p> <p>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</p>	<p>Comments/Notable Observations iReady Math Data (23-24) Increase of students making typical growth from previous year. 22-23 (49%) - 23-24 (60%) Kindergarten - 74% of students on grade level (increase of 1% from previous year). (Strength - measurement & data) 1st Grade - 57% of students on grade level (increase of 3% from previous year). (Strength - measurement & data) 4th Grade - 61% of students on grade level (increase of 8% from previous year). (Strength - measurement & data) All students improved from the previous year at each grade level on the end of year diagnostic. (2022-2023 Year - 2023-2024 Year) K - 73%-74% Gr. 1 - 54%-57% Gr.2 - 42%-44% Gr. 3 - 39%-41% Gr. 4 - 53%-61%</p>
<p>Indicator iReady ELA Data (23-24)</p> <p>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</p>	<p>Comments/Notable Observations iReady ELA Data (23-24) Kindergarten: 83% of Kindergarten students are on grade level with Phonics skills & 80% of students demonstrated phonological skills. 1st Grade: 74% of 1st grade students are on grade level with Phonics skills, an increase from 66% the previous year. 2nd Grade: 94% of students have demonstrated phonemic awareness skills based on iReady data. 3rd Grade: 100% of students have demonstrated phonemic awareness skills based on iReady data and 98% of students are demonstrating proficiency on high frequency words. 4th Grade: 100% of students have demonstrated phonemic awareness skills based on iReady data and 95% of students are demonstrating proficiency on high frequency words. Hispanic Population: Our Hispanic population of students increased with students on/above grade level from 56% (22-23) to 60% (23-24). All students improved from the previous year at the following grade level on the end of year diagnostic. (2022-2023 Year - 2023-2024 Year) Gr. 1 - 71%-73% Gr.2 - 52%-61% Gr. 3 - 55%-59%</p>
<p>Indicator PSSA ELA Data (22-23)</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations PSSA ELA Data (22-23) Comparing from the previous year, students in all sub categories have increased in the advanced category. (Hispanic 4.8% to 8.9% %, White 17.6% to 21.9%, Economically Disadvantaged 6.8% to 9.1%, Students with Disabilities 0% to 3.0%). Our white population is above the state average of 15.0%. Our All Student population is also over the state average.</p>

Challenges

<p>Indicator Math PSSA Results (22-23)</p> <p>ESSA Student Subgroups Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Math PSSA Results (22-23) Hispanic, Economically Disadvantage, and Students with Disabilities are under performing the Measure of Interim Progress in the area of Math. Our Hispanic population was at 26.8% < 38.3% (state average). Our Economically Disadvantage Students 29.9% < 38.3% (State average). Our students with disabilities 21.2% < 38.3% (state average).</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

<p>ELA PSSA Results (22-23) ESSA Student Subgroups Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>ELA PSSA Results (22-23) Cumru's Economically Disadvantaged (40.3%), Hispanic (39.3%), and Students with Disabilities (24.2%) are underperforming on the state tests that had an average of 54.5%. Our Hispanic population was at 39.3% < 54.5% (state average). Our Economically Disadvantage Students 40.3% < 54.5% (State average). Our students with disabilities 24.2% < 54.5% (state average). All student population is also below the state average 48.0%<54.5%.</p>
<p>Indicator iReady Math Data (23-24) ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations iReady Math Data (23-24) Grade 3 - 41% of all students were on or above grade level. 20% of Students with Disabilities performed at or above grade level.</p>
<p>Indicator iReady ELA Data (23-24) ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations iReady ELA Data (23-24) 26% of Students with Disabilities performed at or above grade level. This is a decline from the 22-23 school year of 32%.</p>
<p>Indicator F&P ELA Data (23-24) (24-25 School Year: Shifting to a new benchmark indicator) ESSA Student Subgroups</p>	<p>Comments/Notable Observations F&P ELA Data (23-24) Grade 1 students decreased from 65% of students on benchmark at beginning of year to 52% of students on benchmark at the end of year. Grade 2 students decreased from 60% of students on benchmark at beginning of year to 55% of students on benchmark at the end of year. Grade 3 students decreased from 53% of students on benchmark at beginning of year to 48% of students on benchmark at the end of year. 4th Grade students decreased from 56% of students on benchmark at beginning of year to 53% of students on benchmark at the end of year.</p>

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.

<p>ELA cohort growth for third grade to fourth grade increased from 41% (2022-2023) proficiency to 45% proficiency (2023-2024).</p>
<p>Math cohort growth for third grade to fourth grade increased from 33% (2022-2023) proficiency to 46% proficiency (2023-2024).</p>
<p>PVAAS data exceeds the statewide growth in all areas. In ELA: student growth was 100% to the state average of 75.4%. In Math: student growth was 92% to the state average of 74.9%. In Science: student growth was 82% to the state average of 74.7%.</p>

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.

<p>PSSA English Language Arts (22-23) - Digging deeper, all students including Cumru's Economically Disadvantaged (40.3%), Hispanic (39.3%), White (57.5%) and Students with Disabilities (24.2%) are underperforming on the state tests that had an average of 48%. The biggest discrepancy from the previous year to this year related to students is within the White subgroup.</p>
<p>ELA PSSA 2022-2023 - Our Hispanic population was at 39.3% < 54.5% (state average). Our Economically Disadvantage Students 40.3% < 54.5% (State average). Our students with disabilities 24.2% < 54.5% (state average). All student population is also below the state average 48.0%<54.5%.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
F&P Data	F&P Data Measuring the same students who were with Cumru for the full academic year, the following data set was collected to measure the same students within a cohort of all students. Grade Level - Kindergarten Total # Students (assessed BOY and EOY) - 98 Year's Worth of Growth - $48/98 = 49\%$ Met or Exceeded End of Year Benchmark - $30/98 = 31\%$ Grade Level - Grade 1 Total # Students (assessed BOY and EOY) - 76 Year's Worth of Growth - $57/76 = 75\%$ Met or Exceeded End of Year Benchmark - $51/76 = 67\%$ Grade Level - Grade 2 Total # Students (assessed BOY and EOY) - 79 Year's Worth of Growth - $55/79 = 70\%$ Met or Exceeded End of Year Benchmark - $45/79 = 57\%$ Grade Level - Grade 3 Total # Students (assessed BOY and EOY) - 77 Year's Worth of Growth - $67/77 = 87\%$ Met or Exceeded End of Year Benchmark - $48/77 = 62\%$ Grade Level - Grade 4 Total # Students (assessed BOY and EOY) - 70 Year's Worth of Growth - $61/70 = 87\%$ Met or Exceeded End of Year Benchmark - $37/70 = 53\%$ Total School K-4 Total # Students (assessed BOY and EOY) - 400 Year's Worth of Growth - $288/400 = 72\%$ Met or Exceeded End of Year Benchmark - $211/400 = 53\%$
iReady (ELA Data)	iReady (ELA Data) Kindergarten: 83% of Kindergarten students are on grade level with Phonics skills & 80% of students demonstrated phonological skills. 1st Grade: 73% of Kindergarten students are on grade level with Phonics skills & 74% of students demonstrated phonological skills. 2nd Grade: 61% of grade 2 students are on grade level with Phonics skills & 94% of students demonstrated phonological skills. 3rd Grade: 59% of grade 3 students are on grade level with Phonics skills & 100% of students demonstrated phonological skills. 4th Grade: 42% of grade 4 students are on grade level with Phonics skills & 100% of students demonstrated phonological skills. Overall, there is a gradual decrease in overall performance as students move through grade levels. Hispanic Population: Grades K and 3, our Hispanic population of students increased with students on/above grade level. Kindergarten - (2022-2023) 79%, (2023-2024) 81% Grade 3 - (2022-2023) 47%, (2023-2024) 69% Overall, the Hispanic student population improved from previous year 56% to 60% at or above grade level.
iReady (ELA Data) Hispanic Students	iReady (ELA Data) Hispanic Population: Grades 1 and 4, our Hispanic students performance decreased with students on/above grade level. Grade 1- (2022-2023) 63%, (2023-2024) 59% Grade 4- (2022-2023) 42%, (2023-2024) 33% Grade 3 Hispanic student population remained the same at 54% from the 2022-2023 to 2023-2024 school year.
F&P Data: Students with Disabilities	F&P Data End of year data indicated that only 14% of students with disabilities were meeting or exceeding expectations on F&P assessment (Compared to all students who were at 48% of meeting or exceeding expectations.)

English Language Arts Summary

Strengths

F&P Growth Data: Grade Level - Kindergarten Total # Students (assessed BOY and EOY) - 98 Year's Worth of Growth - $48/98 = 49\%$ Grade Level - Grade 1 Total # Students (assessed BOY and EOY) - 76 Year's Worth of Growth - $57/76 = 75\%$ Grade Level - Grade 2 Total # Students (assessed BOY and EOY) - 79 Year's Worth of Growth - $55/79 = 70\%$ Grade Level - Grade 3 Total # Students (assessed BOY and EOY) - 77 Year's Worth of Growth - $67/77 = 87\%$ Grade Level - Grade 4 Total # Students (assessed BOY and EOY) - 70 Year's Worth of Growth - $61/70 = 87\%$ Total School K-4 Total # Students (assessed BOY and EOY) - 400 Year's Worth of Growth - $288/400 = 72\%$
iReady Data: Kindergarten: 83% of Kindergarten students are on grade level with Phonics skills & 80% of students demonstrated phonological skills. 1st Grade:

73% of Kindergarten students are on grade level with Phonics skills & 74% of students demonstrated phonological skills. 2nd Grade: 61% of grade 2 students are on grade level with Phonics skills & 94% of students demonstrated phonological skills. 3rd Grade: 59% of grade 3 students are on grade level with Phonics skills & 100% of students demonstrated phonological skills. 4th Grade: 42% of grade 4 students are on grade level with Phonics skills & 100% of students demonstrated phonological skills.

Hispanic Population: Grades K and 3, our Hispanic students performance increased with students on/above grade level. Kindergarten - (2022-2023) 79%, (2023-2024) 81% Grade 3 - (2022-2023) 47%, (2023-2024) 69% Overall, the Hispanic student population improved from previous year 56% to 60% at or above grade level.

Challenges

Hispanic Population: Grades 1 and 4, our Hispanic students performance decreased with students on/above grade level. Grade 1- (2022-2023) 63%, (2023-2024) 59% Grade 4- (2022-2023) 42%, (2023-2024) 33% Grade 3 Hispanic student population remained the same at 54% from the 2022-2023 to 2023-2024 school year.

Non-Cohort Students: F&P Data Grade 1 students decreased from 65% of students on benchmark at beginning of year to 52% of students on benchmark at the end of year. Grade 2 students decreased from 60% of students on benchmark at beginning of year to 55% of students on benchmark at the end of year. Grade 3 students decreased from 53% of students on benchmark at beginning of year to 48% of students on benchmark at the end of year. 4th Grade students decreased from 56% of students on benchmark at beginning of year to 53% of students on benchmark at the end of year.

26% of Students with Disabilities performed at or above grade level. This is a decline from the 22-23 school year of 32%.

Scheduling to establish the best support system within classrooms. Ensuring that our most trained staff members are working with our neediest students.

Mathematics

Data	Comments/Notable Observations
iReady Math Data	Increase of students making typical growth from previous year. 22-23 (49%) - 23-24 (60%) Kindergarten - 74% of students on grade level (increase of 1% from previous year). (Strength - measurement & data) 1st Grade - 57% of students on grade level (increase of 3% from previous year). (Strength - measurement & data) 4th Grade - 61% of students on grade level (increase of 8% from previous year). (Strength - measurement & data).
iReady Math Data	All grade levels improved from the previous year on the end of year diagnostic. (2022-2023 Year - 2023-2024 Year) K - 73%-74% Gr. 1 - 54%-57% Gr.2 - 42%-44% Gr. 3 - 39%-41% Gr. 4 - 53%-61%
iReady Math Data	Hispanic Population: Increase of students making typical growth from previous year. 22-23 (44%) - 23-24 (57%)

Mathematics Summary

Strengths

Hispanic Population: Increase of students making typical growth from previous year. 22-23 (44%) - 23-24 (57%)

4th Grade - 61% of students on grade level (increase of 8% from previous year). (Strength - measurement & data)

Increase of students making typical growth from previous year. 22-23 (49%) - 23-24 (60%). Increase of students stretch growth from previous year. 22-23 (24%) - 23-24 (33%).

All grade levels improved from the previous year on the end of year diagnostic. (2022-2023 Year - 2023-2024 Year) K - 73%-74% Gr. 1 - 54%-57% Gr.2 - 42%-44% Gr. 3 - 39%-41% Gr. 4 - 53%-61%

Challenges

Grade 3 - 41% of all students were on or above grade level.
Schoolwide, 20% of Students with Disabilities performed at or above grade level.
Students with Disabilities performed at or above grade level in the respective grade levels. Grade 1 - 31% Grade 2 - 19% Grade 3 - 18% Grade 4 - 16%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Conditions of Success (Teacher Collected Data)	All staff members were introduced and implemented components of Conditions of Success within their classrooms and were able to provide a portfolio of the skills in use.
New Science Curriculum	Teacher training and implementation of first year scope and sequence of STEEL Standards.

Science, Technology, and Engineering Education Summary

Strengths

Teachers have been introduced to Conditions of Success and embed and consider these practices within their instruction.
Innovation classes will now be scheduled into the students weekly special rotation.

Challenges

Continuing to provide students with more hands on learning opportunities, PBL, and Innovative practices within their regular classrooms while adding the Conditions of Success.
Lack of adequate data in science. Moving toward CDTs for students in tested science grade levels for the 24-25 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339 Plan: All students with the exception of 2 students in grades 1-4 portfolios are in compliance with required artifacts.	K-3 students require 2 artifacts during this grade level band of learning. Students in grades 4 require 2 artifacts during this grade level year. Our counselors work in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness.

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.

All counselors attend 339 trainings to update curricula in career and future readiness. Additionally, Cumru's counselor completed the Advanced Responsive Classroom training summer of 21-22 to support teacher practices meeting student needs that relate to the portrait of a graduate supporting student skill building in the areas of "Self-awareness, Literate, Component, Life-long Learner, and Citizen."

Innovation teacher and additional staff within Cumru Elementary have received or (will receive) training from the Science Research Institute (SRI) through Albright University for 23-24 school year. This work embeds the 4 C's (Communication, Collaboration, Critical Thinking & Creativity). It also embeds strategies

that support our students in building a growth mindset around their own learning.
All staff members will continue to embed Conditions of Success within their classroom and understand the importance of these skills for student learning development.
Cumru has a PTO that is supportive of students, families, and our school goals/initiatives. PTO puts a focus on building community with families even with restrictions, Cumru's PTO held Bingo Night, Skate Night, Fall Fest, and ran a very successful fundraiser to raise money to replace our playground.
Our counselor works in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness.

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.

Finding ways to collect data to drive small groups to meet the various needs of our students with our counselor support. Establishing ways to collect data that drives the groups that we utilize to meet student needs.
Provide all staff members professional development around Responsive Classroom practices to better support pro-active approaches that meet individual student social/emotional and behavioral needs. These approaches support our district's portrait of a graduate while building student self-awareness skills, as well as other areas.

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
ELA PSSA	Based on state assessment (PSSA) measures 24.2% of students in this category are P/A. This number is down from the 28.6% the previous year.
Math PSSA	Based on state assessment (PSSA) measures 21.2% of students in this category are P/A. This number is down from the 25.0% the previous year.
Science PSSA	Based on state assessment (PSSA) measures 27.8% of students were P/A which is a decrease from the 57.1% from the previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA PSSA	40.3% of students were P/A on PSSA in the area of ELA which is a increase from last years 34.2%.
Math PSSA	29.9% of students were P/A on the Math PSSA which is a decrease from 30.1% of students the previous year.
Science PSSA	63.9% of students were P/A on Science PSSA which is a decrease from the 73.2 percent of students the previous year. Students in this category are still performing above the statewide PSSA performance of 58.9%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	ELA - (22-23) - 39.3% - Increase from 25.4% Math - (22-23) - 26.8% - Decrease from 28.6% Science - (22-23) - 65.5% - Increase from 62.9%

White	ELA - (22-23) - 57.5% - Decrease from 64.7% Math - (22-23) - 56.2% - Decrease from 58.8% Science - (22-23) - 89.2% - Decrease from 93.3%
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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.

ELA - Hispanic and White Subgroups exceeded the growth measure both at 100.0
Mathematics - Hispanic and White Subgroups showed growth
Science - Hispanic maintained growth measure White showed growth

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.

Only 8.9% of Hispanic students are performing advanced in ELA for the 22-23 school year. Only 7.1% of Hispanic students are performing advanced in Math for the 22-23 school year. Only 20.7% of Hispanic students are performing advanced in Science for the 22-23 school year.
Only 9.1% of Economically Disadvantaged students are performing advanced in ELA for the 22-23 school year. Only 3.9% of Economically Disadvantaged students are performing advanced in Math for the 22-23 school year. Only 25.0% of Economically Disadvantaged students are performing advanced in Science for the 22-23 school year.
Only 3.0% of Students with Disabilities are performing advanced in ELA for the 22-23 school year. Only 6.1% of Students with Disabilities are performing advanced in Math for the 22-23 school year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide frequent, timely, and systematic feedback and support on instructional practices
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement an evidence-based system of schoolwide positive behavior interventions and supports

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?

Align curricular materials and lesson plans to the PA Standards.
Continue the implementation of a multi-tiered system of supports for academics and behavior. (Year two of implementation.)
Use multiple professional learning designs to support the learning needs of staff

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
ELA cohort growth for third grade to fourth grade increased from 41% (2022-2023) proficiency to 45% proficiency (2023-2024).	True
Math cohort growth for third grade to fourth grade increased from 33% (2022-2023) proficiency to 46% proficiency (2023-2024).	True
F&P Growth Data: Grade Level - Kindergarten Total # Students (assessed BOY and EOY) - 98 Year's Worth of Growth - 48/98 = 49% Grade Level - Grade 1 Total # Students (assessed BOY and EOY) - 76 Year's Worth of Growth - 57/76 = 75% Grade Level - Grade 2 Total # Students (assessed BOY and EOY) - 79 Year's Worth of Growth - 55/79 = 70% Grade Level - Grade 3 Total # Students (assessed BOY and EOY) - 77 Year's Worth of Growth - 67/77 = 87% Grade Level - Grade 4 Total # Students (assessed BOY and EOY) - 70 Year's Worth of Growth - 61/70 = 87% Total School K-4 Total # Students (assessed BOY and EOY) - 400 Year's Worth of Growth - 288/400 = 72%	False
iReady Data: Kindergarten: 83% of Kindergarten students are on grade level with Phonics skills & 80% of students demonstrated phonological skills. 1st Grade: 73% of Kindergarten students are on grade level with Phonics skills & 74% of students demonstrated phonological skills. 2nd Grade: 61% of grade 2 students are on grade level with Phonics skills & 94% of students demonstrated phonological skills. 3rd Grade: 59% of grade 3 students are on grade level with Phonics skills & 100% of students demonstrated phonological skills. 4th Grade: 42% of grade 4 students are on grade level with Phonics skills & 100% of students demonstrated phonological skills.	True
Hispanic Population: Grades K and 3, our Hispanic students performance increased with students on/above grade level. Kindergarten - (2022-2023) 79%, (2023-2024) 81% Grade 3 - (2022-2023) 47%, (2023-2024) 69% Overall, the Hispanic student population improved from previous year 56% to 60% at or above grade level.	False
Hispanic Population: Increase of students making typical growth from previous year. 22-23 (44%) - 23-24 (57%)	True
All counselors attend 339 trainings to update curricula in career and future readiness. Additionally, Cumru's counselor completed the Advanced Responsive Classroom training summer of 21-22 to support teacher practices meeting student needs that relate to the portrait of a graduate supporting student skill building in the areas of "Self-awareness, Literate, Component, Life-long Learner, and Citizen."	False
Teachers have been introduced to Conditions of Success and embed and consider these practices within their instruction.	False
	False
ELA - Hispanic and White Subgroups exceeded the growth measure both at 100.0	False
Increase of students making typical growth from previous year. 22-23 (49%) - 23-24 (60%). Increase of students stretch growth from previous year. 22-23 (24%) - 23-24 (33%).	False
Innovation classes will now be scheduled into the students weekly special rotation.	False

PVAAS data exceeds the statewide growth in all areas. In ELA: student growth was 100% to the state average of 75.4%. In Math: student growth was 92% to the state average of 74.9%. In Science: student growth was 82% to the state average of 74.7%.	True
4th Grade - 61% of students on grade level (increase of 8% from previous year). (Strength - measurement & data)	False
All grade levels improved from the previous year on the end of year diagnostic. (2022-2023 Year - 2023-2024 Year) K - 73%-74% Gr. 1 - 54%-57% Gr.2 - 42%-44% Gr. 3 - 39%-41% Gr. 4 - 53%-61%	False
Our counselor works in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness.	False
Science - Hispanic maintained growth measure White showed growth	False
Cumru has a PTO that is supportive of students, families, and our school goals/initiatives. PTO puts a focus on building community with families even with restrictions, Cumru's PTO held Bingo Night, Skate Night, Fall Fest, and ran a very successful fundraiser to raise money to replace our playground.	False
Innovation teacher and additional staff within Cumru Elementary have received or (will receive) training from the Science Research Institute (SRI) through Albright University for 23-24 school year. This work embeds the 4 C's (Communication, Collaboration, Critical Thinking & Creativity). It also embeds strategies that support our students in building a growth mindset around their own learning.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
All staff members will continue to embed Conditions of Success within their classroom and understand the importance of these skills for student learning development.	False
Mathematics - Hispanic and White Subgroups showed growth	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
PSSA English Language Arts (22-23) - Digging deeper, all students including Cumru's Economically Disadvantaged (40.3%), Hispanic (39.3%), White (57.5%) and Students with Disabilities (24.2%) are underperforming on the state tests that had an average of 48%. The biggest discrepancy from the previous year to this year related to students is within the White subgroup.	True
ELA PSSA 2022-2023 - Our Hispanic population was at 39.3% < 54.5% (state average). Our Economically Disadvantage Students 40.3% < 54.5% (State average). Our students with disabilities 24.2% < 54.5% (state average). All student population is also below the state average 48.0%<54.5%.	True
Hispanic Population: Grades 1 and 4, our Hispanic students performance decreased with students on/above grade level. Grade 1- (2022-2023) 63%, (2023-2024) 59% Grade 4- (2022-2023) 42%, (2023-2024) 33% Grade 3 Hispanic student population	True

remained the same at 54% from the 2022-2023 to 2023-2024 school year.	
Non-Cohort Students: F&P Data Grade 1 students decreased from 65% of students on benchmark at beginning of year to 52% of students on benchmark at the end of year. Grade 2 students decreased from 60% of students on benchmark at beginning of year to 55% of students on benchmark at the end of year. Grade 3 students decreased from 53% of students on benchmark at beginning of year to 48% of students on benchmark at the end of year. 4th Grade students decreased from 56% of students on benchmark at beginning of year to 53% of students on benchmark at the end of year.	False
26% of Students with Disabilities performed at or above grade level. This is a decline from the 22-23 school year of 32%.	False
Lack of adequate data in science. Moving toward CDTs for students in tested science grade levels for the 24-25 school year.	True
Continuing to provide students with more hands on learning opportunities, PBL, and Innovative practices within their regular classrooms while adding the Conditions of Success.	False
	False
Grade 3 - 41% of all students were on or above grade level.	False
	False
	False
Scheduling to establish the best support system within classrooms. Ensuring that our most trained staff members are working with our neediest students.	False
Schoolwide, 20% of Students with Disabilities performed at or above grade level.	False
Students with Disabilities performed at or above grade level in the respective grade levels. Grade 1 - 31% Grade 2 - 19% Grade 3 - 18% Grade 4 - 16%	False
Finding ways to collect data to drive small groups to meet the various needs of our students with our counselor support. Establishing ways to collect data that drives the groups that we utilize to meet student needs.	False
Align curricular materials and lesson plans to the PA Standards.	False
Use multiple professional learning designs to support the learning needs of staff	False
Only 3.0% of Students with Disabilities are performing advanced in ELA for the 22-23 school year. Only 6.1% of Students with Disabilities are performing advanced in Math for the 22-23 school year.	True
Provide all staff members professional development around Responsive Classroom practices to better support pro-active approaches that meet individual student social/emotional and behavioral needs. These approaches support our district's portrait of a graduate while building student self-awareness skills, as well as other areas.	False
	False
	False
Only 8.9% of Hispanic students are performing advanced in ELA for the 22-23 school year. Only 7.1% of Hispanic students are performing advanced in Math for the 22-23 school year. Only 20.7% of Hispanic students are performing advanced in Science for the 22-23 school year.	False
Continuing and adjusting to new Amplify curriculum. Continue to build teacher understanding and limited PD.	False
Continue the implementation of a multi-tiered system of supports for academics and behavior. (Year two of implementation.)	False
Only 9.1% of Economically Disadvantaged students are performing advanced in ELA for the 22-23 school year. Only 3.9% of Economically Disadvantaged students are performing advanced in Math for the 22-23 school year. Only 25.0% of Economically	False

Disadvantaged students are performing advanced in Science for the 22-23 school year.	
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Most Notable Observations/Patterns

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

Students represented in the Hispanic and Students with Disabilities subgroups are underperforming relative to the entire school population.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
PSSA English Language Arts (22-23) - Digging deeper, all students including Cumru's Economically Disadvantaged (40.3%), Hispanic (39.3%), White (57.5%) and Students with Disabilities (24.2%) are underperforming on the state tests that had an average of 48%. The biggest discrepancy from the previous year to this year related to students is within the White subgroup.	Although student achievement data is being collected, we begin to disaggregate this data and begin using more consistent progress monitoring systems to track student progress aligned to standards and grade levels across subgroups.	True
Hispanic Population: Grades 1 and 4, our Hispanic students performance decreased with students on/above grade level. Grade 1- (2022-2023) 63%, (2023-2024) 59% Grade 4- (2022-2023) 42%, (2023-2024) 33% Grade 3 Hispanic student population remained the same at 54% from the 2022-2023 to 2023-2024 school year.		False
Only 3.0% of Students with Disabilities are performing advanced in ELA for the 22-23 school year. Only 6.1% of Students with Disabilities are performing advanced in Math for the 22-23 school year.	Revamping the instructional schedule to ensure all students are receiving tier 1 instruction on grade level standards during direct instructional time prior to receiving tier 2 and tier 3 supports will help increase exposure to grade level content and skills.	True
Lack of adequate data in science. Moving toward CDTs for students in tested science grade levels for the 24-25 school year.		False
ELA PSSA 2022-2023 - Our Hispanic population was at 39.3% < 54.5% (state average). Our Economically Disadvantage Students 40.3% < 54.5% (State average). Our students with disabilities 24.2% < 54.5% (state average). All student population is also below the state average 48.0%<54.5%.	Ongoing implementation of MtSS is necessary to monitor student achievement, behavior and attendance patterns will help identify areas of necessary supports for students to support students with specific needs.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
iReady Data: Kindergarten: 83% of Kindergarten students are on grade level with Phonics skills & 80% of students demonstrated phonological skills. 1st Grade: 73% of Kindergarten students are on grade level with Phonics skills & 74% of students demonstrated phonological skills. 2nd Grade: 61% of grade 2 students are on grade level with Phonics skills & 94% of students demonstrated phonological skills. 3rd Grade: 59% of grade 3 students are on grade level with Phonics skills & 100% of students demonstrated phonological skills. 4th Grade: 42% of grade 4 students are on grade level with Phonics skills & 100% of students demonstrated phonological skills.	Continue to implement UFLI. Pilot a new ELA curriculum - HMM
ELA cohort growth for third grade to fourth grade increased from 41% (2022-2023) proficiency to 45% proficiency (2023-2024).	
Math cohort growth for third grade to fourth grade increased from 33% (2022-2023) proficiency to 46% proficiency (2023-2024).	
Hispanic Population: Increase of students making typical growth from previous year. 22-23 (44%) - 23-24 (57%)	

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	
PVAAS data exceeds the statewide growth in all areas. In ELA: student growth was 100% to the state average of 75.4%. In Math: student growth was 92% to the state average of 74.9%. In Science: student growth was 82% to the state average of 74.7%.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we want to improve PSSA English Language Arts performance for all student subgroups, including Economically Disadvantaged, Hispanic, White, and Students with Disabilities, then we need to implement targeted instructional strategies and interventions that address the specific needs of each subgroup, with a particular focus on addressing the significant decline in performance within the White subgroup.
	If we want to increase the percentage of Students with Disabilities performing at an advanced level in ELA and Math, then we need to implement specialized instructional strategies and targeted interventions that cater to their unique learning needs and provide additional resources and support to foster their academic growth.
	If we want to close the performance gap in ELA PSSA scores for our Hispanic population, Economically Disadvantaged students, students with disabilities, and all students compared to the state average, then we need to implement targeted instructional strategies, provide additional academic supports, and foster an inclusive learning environment that addresses the specific needs of these student groups.

Goal Setting

Priority: If we want to close the performance gap in ELA PSSA scores for our Hispanic population, Economically Disadvantaged students, students with disabilities, and all students compared to the state average, then we need to implement targeted instructional strategies, provide additional academic supports, and foster an inclusive learning environment that addresses the specific needs of these student groups.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, we will close the performance gap in ELA PSSA scores by increasing the percentage of Hispanic students scoring at or above the state average from 39.3% to 54.5%, Economically Disadvantaged students from 40.3% to 54.5%, students with disabilities from 24.2% to 54.5%, and all students from 48.0% to 54.5% by implementing targeted instructional strategies, providing additional academic supports, and fostering an inclusive learning environment that addresses the specific needs of these student groups. Identification of student through MtSS will help provide necessary supports for our students.			
Measurable Goal Nickname (35 Character Max)			
Student Equity and Performance supports across tier 2 and tier 3 instruction.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Goal: Begin narrowing the performance gap by increasing the percentage of Hispanic students scoring at or above the state average in ELA from 39.3% to 41%, Economically Disadvantaged students from 40.3% to 42%, students with disabilities from 24.2% to 27%, and all students from 48.0% to 50%. Actions: Analyze baseline data to identify specific areas of need for each student group. Implement targeted instructional strategies tailored to address the identified needs. Provide additional academic supports such as tutoring, mentoring, or differentiated instruction.	Goal: Continue progress toward closing the performance gap by increasing the percentage of Hispanic students scoring at or above the state average in ELA from 41% to 44%, Economically Disadvantaged students from 42% to 45%, students with disabilities from 27% to 30%, and all students from 50% to 52%. Actions: Monitor the effectiveness of instructional strategies and academic supports through ongoing assessment and data analysis. Provide professional development opportunities for educators to enhance their ability to address the specific needs of diverse student groups. Foster an inclusive learning environment that promotes	Goal: Make significant progress toward closing the performance gap by increasing the percentage of Hispanic students scoring at or above the state average in ELA from 44% to 48%, Economically Disadvantaged students from 45% to 50%, students with disabilities from 30% to 40%, and all students from 52% to 53%. Actions: Intensify targeted instructional strategies and academic supports based on mid-year assessment data. Provide targeted interventions for students who are not progressing as expected. Collaborate with families and community partners to reinforce learning outside of the classroom.	Goal: Achieve the target goals set for the end of the 2024-2025 school year: Increase the percentage of Hispanic students scoring at or above the state average in ELA to 54.5%, Economically Disadvantaged students to 54.5%, students with disabilities to 54.5%, and all students to 54.5%. Actions: Conduct final assessments to measure attainment of target goals. Implement any necessary last-minute interventions or adjustments. Celebrate successes and plan for sustainability in the following academic year.

	engagement and participation for all students.		
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Priority: If we want to improve PSSA English Language Arts performance for all student subgroups, including Economically Disadvantaged, Hispanic, White, and Students with Disabilities, then we need to implement targeted instructional strategies and interventions that address the specific needs of each subgroup, with a particular focus on addressing the significant decline in performance within the White subgroup.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, we will improve PSSA English Language Arts performance for all student subgroups by increasing the percentage of Economically Disadvantaged students scoring proficient or advanced from 40.3% to 50%, Hispanic students from 39.3% to 50%, White students from 57.5% to 65%, and Students with Disabilities from 24.2% to 35% by implementing targeted instructional strategies and interventions that address the specific needs of each subgroup, with a particular focus on addressing the significant decline in performance within the White subgroup.			
Measurable Goal Nickname (35 Character Max)			
All Student Group Achievement Improvement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Economically Disadvantaged Students: Increase the percentage scoring proficient or advanced from 40.3% to 43%. Hispanic Students: Increase the percentage scoring proficient or advanced from 39.3% to 42%. White Students: Increase the percentage scoring proficient or advanced from 57.5% to 59%. Students with Disabilities: Increase the percentage scoring proficient or advanced from 24.2% to 27%. Actions: Conduct initial assessments to identify specific areas of need for each subgroup. Begin implementing targeted instructional strategies and interventions tailored to each subgroup. Provide professional development for teachers on effective strategies for diverse learners.	Economically Disadvantaged Students: Increase the percentage scoring proficient or advanced from 43% to 45%. Hispanic Students: Increase the percentage scoring proficient or advanced from 42% to 44%. White Students: Increase the percentage scoring proficient or advanced from 59% to 61%. Students with Disabilities: Increase the percentage scoring proficient or advanced from 27% to 29%. Actions: Continue and refine the implementation of targeted instructional strategies. Conduct mid-year formative assessments to monitor progress and adjust interventions as needed. Enhance parent and community engagement to support student learning.	Economically Disadvantaged Students: Increase the percentage scoring proficient or advanced from 45% to 47%. Hispanic Students: Increase the percentage scoring proficient or advanced from 44% to 46%. White Students: Increase the percentage scoring proficient or advanced from 61% to 63%. Students with Disabilities: Increase the percentage scoring proficient or advanced from 29% to 32%. Actions: Intensify targeted interventions for students showing insufficient progress. Provide additional resources and support for teachers and students, including after-school tutoring and enrichment programs. Conduct peer observations and collaborative planning sessions to share best practices.	Economically Disadvantaged Students: Increase the percentage scoring proficient or advanced from 47% to 50%. Hispanic Students: Increase the percentage scoring proficient or advanced from 46% to 50%. White Students: Increase the percentage scoring proficient or advanced from 63% to 65%. Students with Disabilities: Increase the percentage scoring proficient or advanced from 32% to 35%. Actions: Conduct final assessments and analyze data to measure overall progress. Provide additional, targeted support leading up to the PSSA testing period. Evaluate the effectiveness of the implemented strategies and interventions, and plan for sustained improvement in the following year. Celebrate successes

			and recognize the achievements of students and teachers.
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Priority: If we want to increase the percentage of Students with Disabilities performing at an advanced level in ELA and Math, then we need to implement specialized instructional strategies and targeted interventions that cater to their unique learning needs and provide additional resources and support to foster their academic growth.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, we will increase the percentage of Students with Disabilities performing at an advanced level in ELA from 3.0% to 15% and in Math from 6.1% to 18% by implementing specialized instructional strategies and targeted interventions, providing additional resources and support, and regularly monitoring progress through formative assessments.			
Measurable Goal Nickname (35 Character Max)			
Student with Disabilities Achievement Improvements			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
<p>ELA Goal: Increase the percentage of Students with Disabilities performing at an advanced level from 3.0% to 6%.</p> <p>Math Goal: Increase the percentage of Students with Disabilities performing at an advanced level from 6.1% to 9%.</p> <p>Actions: Implement initial specialized instructional strategies and targeted interventions. Begin providing additional resources and support tailored to students' unique learning needs. Conduct baseline assessments to establish current performance levels.</p>	<p>ELA Goal: Increase the percentage of Students with Disabilities performing at an advanced level from 6% to 9%.</p> <p>Math Goal: Increase the percentage of Students with Disabilities performing at an advanced level from 9% to 12%.</p> <p>Actions: Continue implementing and refining specialized instructional strategies based on formative assessment data. Offer ongoing professional development for teachers on effective intervention techniques. Regularly monitor student progress and adjust interventions as needed.</p>	<p>ELA Goal: Increase the percentage of Students with Disabilities performing at an advanced level from 9% to 12%.</p> <p>Math Goal: Increase the percentage of Students with Disabilities performing at an advanced level from 12% to 15%.</p> <p>Actions: Intensify targeted interventions for students who are not meeting the expected progress. Engage parents and caregivers in supporting their children's learning at home. Conduct mid-year assessments to track progress and make necessary instructional adjustments.</p>	<p>ELA Goal: Achieve the target of increasing the percentage of Students with Disabilities performing at an advanced level to 15%.</p> <p>Math Goal: Achieve the target of increasing the percentage of Students with Disabilities performing at an advanced level to 18%.</p> <p>Actions: Provide additional support and resources to ensure students are prepared for end-of-year assessments. Continue monitoring and adjusting instructional strategies based on student performance data. Celebrate successes and plan for sustaining and building on progress in the following school year.</p>

Action Plan

Measurable Goals

Student Equity and Performance supports across tier 2 and tier 3 instruction.	Student with Disabilities Achievement Improvements
All Student Group Achievement Improvement	

Action Plan For: Differentiated Instruction for Inclusive Learning

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 2024-2025 school year, we will close the performance gap in ELA PSSA scores by increasing the percentage of Hispanic students scoring at or above the state average from 39.3% to 54.5%, Economically Disadvantaged students from 40.3% to 54.5%, students with disabilities from 24.2% to 54.5%, and all students from 48.0% to 54.5% by implementing targeted instructional strategies, providing additional academic supports, and fostering an inclusive learning environment that addresses the specific needs of these student groups. Identification of student through MtSS will help provide necessary supports for our students. By the end of the 2024-2025 school year, we will increase the percentage of Students with Disabilities performing at an advanced level in ELA from 3.0% to 15% and in Math from 6.1% to 18% by implementing specialized instructional strategies and targeted interventions, providing additional resources and support, and regularly monitoring progress through formative assessments.

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?	
Sabrina Werely Allison Giandomenico 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)

Action Plan For: Equitable Access and Support for Academic Success

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, we will improve PSSA English Language Arts performance for all student subgroups by increasing the percentage of Economically Disadvantaged students scoring proficient or advanced from 40.3% to 50%, Hispanic students from 39.3% to 50%, White students from 57.5% to 65%, and Students with Disabilities from 24.2% to 35% by implementing targeted instructional strategies and interventions that address the specific needs of each subgroup, with a particular focus on addressing the significant decline in performance within the White subgroup. By the end of the 2024-2025 school year, we will close the performance gap in ELA PSSA scores by increasing the percentage of Hispanic students scoring at or above the state average from 39.3% to 54.5%, Economically Disadvantaged students from 40.3% to 54.5%, students with disabilities from 24.2% to 54.5%, and all students from 48.0% to 54.5% by implementing targeted instructional strategies, providing additional academic supports, and fostering an inclusive learning environment that addresses the specific needs of these student groups. Identification of student through MtSS will help provide necessary supports for our students.

Action Step	Anticipated Start/Completion Date	
	Establish a comprehensive early literacy intervention program tailored specifically for Economically Disadvantaged students. This program should include small-group instruction focused on foundational literacy skills such as phonics, fluency, vocabulary, and comprehension. Provide additional resources such as leveled reading materials, literacy software, and guided reading sessions to support skill development. Regularly monitor student progress through formative assessments and adjust instruction accordingly to ensure targeted support.	2024-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Kirstin Shockey Susan Wentling Cynthia Stevens Grade Level Teachers Special Education Teachers	UFLI Materials iReady ELA Diagnostics iReady Math Diagnostics and Pathway Benchmark Data Universal Screener	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)

Action Plan For: Equity-Centered Instructional Practices for Academic Excellence

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, we will close the performance gap in ELA PSSA scores by increasing the percentage of Hispanic students scoring at or above the state average from 39.3% to 54.5%, Economically Disadvantaged students from 40.3% to 54.5%, students with disabilities from 24.2% to

54.5%, and all students from 48.0% to 54.5% by implementing targeted instructional strategies, providing additional academic supports, and fostering an inclusive learning environment that addresses the specific needs of these student groups. Identification of student through MtSS will help provide necessary supports for our students.

Action Step		Anticipated Start/Completion Date	
Implement a culturally responsive learning that reflects the diverse backgrounds and experiences of all students. Ensure access to high-quality instructional materials and resources that represent diverse perspectives and experiences. Regularly assess student performance using culturally sensitive assessment tools and adjust instruction to meet individual learning needs. Foster partnerships with families and community organizations to support student learning and engagement both inside and outside the classroom.		2024-08-19	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Classroom Teachers School Counselor	Diverse Curriculum Morning Meetings Responsive Classroom Strategies Restorative Practice Strategies	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of Culturally Responsive Learning: Teachers incorporate diverse perspectives, experiences, and cultural elements into lesson plans, activities, and classroom discussions. Access to High-Quality Instructional Materials: Students have access to a variety of instructional materials, including books, videos, and digital resources, that represent diverse cultures and backgrounds. Adjustment of Instruction: Teachers regularly review assessment data and modify instructional strategies to meet the diverse learning needs of all students, ensuring equitable access to education. Partnerships with Families and Community Organizations: Schools establish and maintain partnerships with families and community organizations to provide additional support, resources, and opportunities for students, enhancing their overall learning and engagement. ELA and Math Family Curriculum Nights	Instructional Walkthroughs Principal Classroom teachers Walkthrough schedule created ELA and Math Curriculum Nights will be established during the first month of school

Action Plan For: Continuous Professional Growth for Enhanced Teaching Excellence

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, we will improve PSSA English Language Arts performance for all student subgroups by increasing the percentage of Economically Disadvantaged students scoring proficient or advanced from 40.3% to 50%, Hispanic students from 39.3% to 50%, White students from 57.5% to 65%, and Students with Disabilities from 24.2% to 35% by implementing targeted instructional strategies and interventions that address the specific needs of each subgroup, with a particular focus on addressing the significant decline in performance within the White subgroup.

Action Step		Anticipated Start/Completion Date	
Establish a professional learning community (PLC) model where educators collaborate regularly to analyze student data, share best practices, and discuss instructional strategies. Provide dedicated time during the school day for PLC meetings and professional development sessions. Offer ongoing training and support for teachers on evidence-based instructional practices, differentiated instruction, and classroom management techniques. Regularly evaluate the effectiveness of professional learning initiatives through teacher feedback, student outcomes, and observation data, and adjust offerings as needed to meet the evolving needs of educators and students.		2024-08-19	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Classroom Teachers	PLC data/collaborative prep schedule	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Establishment of Professional Learning Communities (PLCs): Formation of structured PLCs where educators meet regularly to collaborate on analyzing student data, sharing best practices, and discussing instructional strategies. Dedicated Time for PLC Meetings and Professional Development: Allocation of scheduled time during the school day for educators to participate in PLC meetings and professional development sessions, ensuring consistent and ongoing collaboration and learning opportunities. Ongoing Training and Support: Provision of continuous training and support for teachers on evidence-based instructional practices, differentiated instruction, and effective classroom management techniques, enhancing their pedagogical skills and expertise. Regular Evaluation of Professional Learning Initiatives: Implementation of systems to regularly evaluate the effectiveness of professional learning initiatives, including teacher feedback, analysis of student outcomes, and observation data. This evaluation process informs adjustments to professional development offerings to better meet the evolving needs of educators and students, ultimately improving educator effectiveness and student achievement.	Walkthroughs Principal Classroom Teachers

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"> Differentiated Instruction for Inclusive Learning Equitable Access and Support for Academic Success Equity-Centered Instructional Practices for Academic Excellence Continuous Professional Growth for Enhanced Teaching Excellence 	Reading Specialist Salary	120000
Instruction	<ul style="list-style-type: none"> Differentiated Instruction for Inclusive Learning Equitable Access and Support for Academic Success Equity-Centered Instructional Practices for Academic Excellence Continuous Professional Growth for Enhanced Teaching Excellence 	Reading Specialist Benefits	33768
Instruction	<ul style="list-style-type: none"> Equitable Access and Support for Academic Success Equity-Centered 	Literacy Supplies	2500

	Instructional Practices for Academic Excellence		
Instruction	<ul style="list-style-type: none"> • Equitable Access and Support for Academic Success • Equity-Centered Instructional Practices for Academic Excellence 	Family and Parent Engagement Supplies	2500
Total Expenditures			158768

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Continuous Professional Growth for Enhanced Teaching Excellence	Establish a professional learning community (PLC) model where educators collaborate regularly to analyze student data, share best practices, and discuss instructional strategies. Provide dedicated time during the school day for PLC meetings and professional development sessions. Offer ongoing training and support for teachers on evidence-based instructional practices, differentiated instruction, and classroom management techniques. Regularly evaluate the effectiveness of professional learning initiatives through teacher feedback, student outcomes, and observation data, and adjust offerings as needed to meet the evolving needs of educators and students.

School Coaching and Collaborative PLC Data Teams

Action Step		
<ul style="list-style-type: none"> Establish a professional learning community (PLC) model where educators collaborate regularly to analyze student data, share best practices, and discuss instructional strategies. Provide dedicated time during the school day for PLC meetings and professional development sessions. Offer ongoing training and support for teachers on evidence-based instructional practices, differentiated instruction, and classroom management techniques. Regularly evaluate the effectiveness of professional learning initiatives through teacher feedback, student outcomes, and observation data, and adjust offerings as needed to meet the evolving needs of educators and students. 		
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)	Biweekly schedule is established
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy 2a: Creating an Environment of Respect and Rapport 3d: Using Assessment in Instruction 1f: Designing Student Assessments 	

- 3c: Engaging Students in Learning
- 1d: Demonstrating Knowledge of Resources
- 2d: Managing Student Behavior
- 1e: Designing Coherent Instruction
- 3b: Using Questioning and Discussion Techniques
- 1c: Setting Instructional Outcomes
- 2c: Managing Classroom Procedures

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">2024-2025 Board Affirmation Statement.pdf

Chief School Administrator	Date
Lisa Hess	2024-07-30
Building Principal Signature	Date
Brian L. Cote	2024-08-20
School Improvement Facilitator Signature	Date