Profile and Plan Essentials

School		AUN/Branch	
Intermediate Sch		114063003	
Address 1			
600 Governor Dr			
Address 2			
City	**State**	**Zip Code**	
Shillington	PA	19607	
Chief School Administrator		**Chief School Administrator Email**	
Dr Lisa T Hess		lisa.hess@gmsd.org	
Principal Name			
Cory Crider			
Principal Email			
Cory.Crider@gmsd.org			
Principal Phone Number		**Principal Extension**	
6107755083		3010	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Dr. Lisa Hess		Lisa.Hess@gmsd.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cory Crider	Principal	GMIS	Cory.Crider@gmsd.org
Carissa Harley	Associate Principal	GMIS	Carissa.Harley@gmsd.org
Amanda Phillips	Teacher	GMIS	Amanda.Phillips@gmsd.org
Jen Manning	Community Member	GMIS	jlmanning09@gmail.com
Melissa Mellinger	Reading Specialist	GMIS	Melissa.Mellinger@gmsd.org
Allison Wright	Reading Specialist	GMIS	Allison.Wright@gmsd.org
Johanna Reber	Teacher	GMIS	Johanna.Reber@gmsd.org
Tammy Arner	Parent	Parent	
Caryn Friedlander	School Board Member	School Board Member	
Lisa Hess	Chief School Administrator	Superintendent	Lisa.Hess@gmsd.org
Mary Libby	Chief School Administrator	Assistant Superintendent	Mary.Libby@gmsd.org

Vision for Learning

Vision for Learning

District Mission The Governor Mifflin School District: Educating, Inspiring, and Empowering Every Student, Every Day. District Vision 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. We wish to provide all our students with: * Quality instruction. * Individualization of academic, social & behavioral needs. * A supportive school-home partnership. * A commitment to professional learning around literacy & child development.

Future Ready PA Index

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

False K	**False** 1	**False** 2	**False** 3	**False** 4	**True** 5	**True** 6
False 7	**False** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Attendance All Student Group Meets Performance Standard	89.7% of our students were not chronically absent vs. the statewide average of 73.9% and the 2030 goal of 94.1%
English Language Arts/ Literature All Student Group	An increase in our students who identify as two or more races performed proficient or advanced on the ELA PSSAs. From 58.3 to 63.6%.
Academic Growth Expectations in Mathematics/Algebra 1 All Student Group Meets the Standard Demonstrating Growth	70% of our students vs. the statewide average of 74.9%

Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target 46.7% vs. Statewide Average 54.5%
Percent Proficient/Advanced in Mathematics/Algebra 1	All Student Group Did Not Meet Interim Goal/Improvement Target 30.2% vs Statewide Average 38.3%
Meeting Annual Academic Growth Expectations in Math	English Language Arts/Literature- All Student Group Did Not Meet the Standard Demonstrating Growth 70% of students meeting growth expectations vs Statewide Average of 75.4% This is a drop from 80% the previous year.

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

Strengths

Indicator Academic Growth Expectations in Mathematics/Algebra 1 **ESSA Student Subgroups** White	**Comments/Notable Observations** 74% Meets or Exceeds the Interim Target vs. the previous score of 70% Increase in performance from the previous year.
Indicator English Language Arts/Literature All Student Group Did Not Meet	**Comments/Notable Observations** 63.6% Meets or Exceeds the Interim Target vs. the previous score of 58.3% Increase in

Indicator	
Interim Goal/Improvement Target **ESSA Student Subgroups** Multi-Racial (not Hispanic)	performance from the previous year.
Indicator Academic Growth Expectations in English Language Arts/Literature **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 72% Meets or Exceeds the Interim Target vs. the previous score of 68% Increase in performance from the previous year.
Indicator Regular Attendance All Student Group Meets Performance Standard **ESSA Student Subgroups** Multi-Racial (not Hispanic)	**Comments/Notable Observations** 92.3% Meets or Exceeds the Interim Target vs. the previous score of 82.8% Increase in performance from the previous year.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Mathematics/Algebra Multi-Racial Group Met Interim Goal/Improvement Target **ESSA Student Subgroups** Multi-Racial (not Hispanic)	**Comments/Notable Observations** 50% Meets or Exceeds the Interim Target vs. the previous score of 37.5% Increase in performance from the previous year.

Challenges

Indicator English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target **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** 46.7% Not Meeting Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 49.3%
Indicator Mathematics/Algebra Student Group Did Not Meet Interim Goal/Improvement Target **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 17.9% of African American students Met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 20.8%
Indicator English Language Arts/Literature Student Group- Not Meeting Statewide Goal/Interim Goal/Improvement Target- **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 25% of African American Students Met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 37.5%
Indicator English Language Arts/Literature Student Group- Not Meeting Statewide Goal/Interim	**Comments/Notable Observations** 36.6% of Economically Disadvantaged Students met the

Indicator	Comments/Notable Observations
Goal/Improvement Target- **ESSA Student Subgroups** Economically Disadvantaged	Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 39%
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator English Language Arts/Literature Student Group- Not Meeting Statewide Goal/Interim Goal/Improvement Target- **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 14.6% of Hispanic students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 18.1%
Indicator English Language Arts/Literature Student Group Did Not Meet the Standard Demonstrating Growth **ESSA Student Subgroups** White	**Comments/Notable Observations** 50% Not Meeting Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 85%
Indicator English Language Arts/Literature Student Group Did Not Meet the Standard Demonstrating Growth **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 55% of White Students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 74%
Indicator Mathematics/Algebra Student Group Did Not Meet the Standard Demonstrating Growth **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 68% of Economically Disadvantaged Students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 92%

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.

74% Meets or Exceeds the Interim Target vs. the previous score of 70% Increase in performance of the prior year.
63.6% Meets or Exceeds the Interim Target vs. the previous score of 58.3% Increase in performance from the previous year.

72% Meets or Exceeds the Interim Target vs. the previous score of 68% Increase in performance from the previous year.

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.

English Language Arts/Literature 55% of White Students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 74%
English Language Arts/Literature 25% of African American Students Met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 37.5%
English Language Arts/Literature 68% of Economically Disadvantaged Students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 92%
English Language Arts/Literature 14.6% of Hispanic students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 18.1%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
41% of our students perform on or above grade level on their Spring ELA Diagnostic.	Spring ELA Diagnostic. 5th grade- 45% on or above grade level 6th grade- 39% on or above grade level
ELA 24% of our 5th Grade students met their stretch growth. 58% of our 5th Grade students met their typical growth.	ELA 5th Grade: 50% of our students made 60 or more percent progress toward their stretch growth. 67% of our students made 60 or more percent progress toward their Typical growth.
ELA 29% of our 6th Grade students met their stretch growth. 58% of our 6th Grade students met their typical growth.	ELA 6th Grade: 47% of our students made 60 or more percent progress toward their stretch growth. 64% of our students made 60 or more percent progress toward their Typical growth.

English Language Arts Summary

Strengths

Staff analyzing diagnostic results to identify trends and target areas of need during common planning time.
Instructional grouping reports provide resources for teachers to implement as they address the deficits in student outcomes.
Growth in Reading through Ready Reading resources implemented during targeted intervention time.

Challenges

Teachers working to align the diagnostic tool we use to the ELA program to better support our students' needs.
There is a loose alignment to state standards in our current ELA program.
Our ELA program does not include direct instruction on grammar, punctuation, and phonics (in our lower grades). WE are piloting a new resource that does include those needs. Some staff will be using the resource, while others will not have access.

Mathematics

Data	Comments/Notable Observations
Mathematics 5th Grade Ready Math Diagnostic 20% of our students met their stretch growth. 51% of our students met their typical growth.	Spring Mathematic Diagnostics 46% of our students made 60 or more percent progress toward their stretch growth. 70% of our students made 60 or more percent progress toward their Typical Growth
Spring Mathematic Diagnostics 6th Grade Ready Math Diagnostic 49% of our students met their stretch growth. 72% of our students met their typical growth.	Spring Mathematic Diagnostics 66% of our students made 60 or more percent progress toward their stretch growth 77% of our students made 60 or more percent progress toward their Typical growth.
Spring Mathematic Diagnostics 50% of our students perform on or above grade level on their Spring Math Diagnostic.	Spring Mathematic Diagnostics 5th grade- 45% on or above grade level 6th grade- 55% on or above grade level

Mathematics Summary

Strengths

Small group work during intervention time from instructional grouping reports contributed to the overall growth of students to meet grade-level expectations.
Continued consistent professional development for all math teachers.
i-Ready Personalized Instruction Pathways contributed to the overall growth of students to meet grade level expectations.
Common planning time for core content teachers.

Challenges

Inconsistent special education support.
Supporting students to show their thinking and accurately transfer their thinking on digital exams.
Creating a responsive professional development scope and sequence to account for the changes in staffing throughout the school year. Implications include depth of knowledge of content and programming.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
100% of Science Classes are enrolled in the Amplify Science program.	Teachers have balanced an emphasis on Total Experience Learning and Tier 1 pedagogy.
100% of students are enrolled in Innovation Classes	Emphasis on PBL

Science, Technology, and Engineering Education Summary

Strengths

Students engage in the design process in Innovation class.
Personalized innovative experienced-based learning in Science class.

Challenges

Transfer and application of skills to other areas.
Not all teachers have training in Total Experience Learning

Related Academics

Career Readiness

Data	Comments/Notable Observations
Student Portfolios	Evidence of engagement is filed in cumulative folder and moves with students.

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.

School counselors are invested in 339 plan and providing pathways for students.

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 students with age appropriate resources.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
19.2% ELA P/A (46.7% building) 14.8% Math P/A (30.1% building)	Access to vocabulary and connections for EL students is imperative.

Students with Disabilities

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

Data	Comments/Notable Observations
18.8% ELA PSSA P/A	18.8% ELA PSSA P/A vs. 46.7% All Student Group
11.9% Math PSSA P/A	11.9% Math PSSA P/A vs. 30.2% All Student Group

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Our Ready Math curriculum has individualized pathways for students, supporting all types of learners. This includes resources for Spanish-speaking students.
Consistent supportive professional development for Mathematics.
Reading Specialists, classroom teachers, and special education teachers are growing our students as readers (EL and SE students).

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.

EL and Special Education students scored below their peers in ELA and Math. Professional development was not responsive to the shift in staffing needs.
Overall ELA performance still falls below the state average. The balancing of PD for half of the staff using the new pilot and half using the current program.
Consistent supportive professional development for teachers supporting ELs.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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 address individual student learning needs
Implement a multi-tiered system of support for academics and behavior
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Continuously monitor the implementation of the school improvement plan and adjust as needed

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
63.6% Meets or Exceeds the Interim Target vs. the previous score of 58.3% Increase in performance from the previous year.	False
72% Meets or Exceeds the Interim Target vs. the previous score of 68% Increase in performance from the previous year.	False
Staff analyzing diagnostic results to identify trends and target areas of need during common planning time.	True
Instructional grouping reports provide resources for teachers to implement as they address the deficits in student outcomes.	False
Academic Growth Expectations in Mathematics/Algebra 1-All Student Group Exceeds the Standard Demonstrating Growth	False
74% Meets or Exceeds the Interim Target vs. the previous score of 70% Increase in performance of the prior year.	True
Continued consistent professional development for all math teachers.	False
Consistent supportive professional development for Mathematics.	False
Students engage in the design process in Innovation class.	False
School counselors are invested in 339 plan and providing pathways for students.	False
Common planning time for core content teachers.	False
Personalized innovative experienced-based learning in Science class.	False
Small group work during intervention time from instructional grouping reports contributed to the overall growth of students to meet grade-level expectations.	True
Growth in Reading through Ready Reading resources implemented during targeted intervention time.	False
i-Ready Personalized Instruction Pathways contributed to the overall growth of students to meet grade level expectations.	False
Reading Specialists, classroom teachers, and special education teachers are growing our students as readers (EL and SE students).	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Our Ready Math curriculum has individualized pathways for students, supporting all types of learners. This includes resources for Spanish-speaking students.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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
English Language Arts/Literature 68% of Economically Disadvantaged Students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 92%	True
English Language Arts/Literature 55% of White Students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 74%	True
Teachers working to align the diagnostic tool we use to the ELA program to better support our students' needs.	False
English Language Arts/Literature 14.6% of Hispanic students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 18.1%	False
English Language Arts/Literature 25% of African American Students Met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 37.5%	False
Transfer and application of skills to other areas.	False
Providing students with age appropriate resources.	False
Inconsistent special education support.	False
There is a loose alignment to state standards in our current ELA program.	False
Supporting students to show their thinking and accurately transfer their thinking on digital exams.	True
Not all teachers have training in Total Experience Learning	False
Our ELA program does not include direct instruction on grammar, punctuation, and phonics (in our lower grades). WE are piloting a new resource that does include those needs. Some staff will be using the resource, while others will not have access.	False
English Language Arts/Literature 25% of African American Students Met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 37.5%	False
Continuously monitor the implementation of the school improvement plan and adjust as needed	False
Creating a responsive professional development scope and sequence to account for the changes in staffing throughout the school year. Implications include depth of knowledge of content and programming.	False
EL and Special Education students scored below their peers in ELA and Math. Professional development was not responsive to the shift in staffing needs.	False
Overall ELA performance still falls below the state average. The balancing of PD for half of the staff using the new pilot and half using the current program.	True
Consistent supportive professional development for teachers supporting ELs.	False
Identify and address individual student learning needs	False
Implement a multi-tiered system of support for academics and behavior	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False

Most Notable Observations/Patterns

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

The need to create opportunities for teachers to build mastery through the use of professional learning and feedback.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
English Language Arts/Literature 68% of Economically Disadvantaged Students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 92%		False
English Language Arts/Literature 55% of White Students met the Statewide Goal/ Interim Target decrease in performance from the previous year P/A - 74%		False
Supporting students to show their thinking and accurately transfer their thinking on digital exams.	1. Students jump right to answering the questions on the computer without showing how they found the answers. 2. We want students to show their thinking. 3. We want to accurately collect their content area knowledge before we make changes to address learning needs/gaps.	True
Implement a multi-tiered system of support for academics and behavior	1. Staff is aware of the 3 levels of support. 2. Staff often jump from level 1 to referral. 3. Staff need PD to focus on using small group instruction time to provide tier 2 support.	True
Overall ELA performance still falls below the state average. The balancing of PD for half of the staff using the new pilot and half using the current program.	1. Lack of Phonics for early learners 2. MAP assessment to be implemented to support student and staff understanding of student achievement and growth. 3. Supporting both pilot and non-pilot teachers in their understanding of the science of reading.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Staff analyzing diagnostic results to identify trends and target areas of need during common planning time.	The staff becomes more in tune with student learning needs and can formulate and norm actions to address them.
Our Ready Math curriculum has individualized pathways for students, supporting all types of learners. This includes resources for Spanish-speaking students.	After taking a diagnostic, student pathways adjust to where students are and provide scaffolded support to increase their understanding of skills they need practice on.
74% Meets or Exceeds the Interim Target vs. the previous score of 70% Increase in performance of the prior year.	89.7% attendance overall. Student attendance has proven to impact academic gains.
Small group work during intervention time from instructional grouping reports contributed to the overall growth of students to meet grade-level expectations.	Students and teachers work collaboratively in small groups to refine and reinforce areas of need.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Consistent collaboration norms will streamline the time with grade-level common content teachers. Analyzing student data and reviewing upcoming units and their alignment with state

	standards will improve instructional practices and will positively impact student outcomes.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	The need to create opportunities for teachers to build mastery through the use of professional learning and feedback.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Include all students in core instruction to grade-level content.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Triangulate comprehension checks with I-Ready Diagnostics and MAP assessments to gain insight into student growth and achievement in order to be responsive in our instructional practices and support students in demonstrating their thinking in both digital and print assessment formats.
	The use of an MTSS tracker to ensure the MTSS team can be responsive to student needs and to avoid the jump from tier 1 to a referral.
	The use of the state rubric and RACER to ensure a decrease in 0-1 on student TDAs.

Goal Setting

Priority: Triangulate comprehension checks with I-Ready Diagnostics and MAP assessments to gain insight into student growth and achievement in order to be responsive in our instructional practices and support students in demonstrating their thinking in both digital and print assessment formats.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
54% of 5th-grade students will perform on/mid/above, on their iReady Spring 2025 reading diagnostic. This is a 7% increase from the previous year.			
Measurable Goal Nickname (35 Character Max)			
5th Grade ELA I-Ready			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Diagnostic will be taken to establish student baseline and set student pathways.	Reading Specialists and ELA teachers review and adjust the supports for students including improved tier 1 instruction and intentional skill deficit focus during intervention time. 42% of students are on or above grade level.	Reading Specialists and ELA teachers review and adjust the supports for students including improved tier 1 instruction and intentional skill deficit focus during intervention time. 48% of students are on or above grade level.	Reading Specialists and ELA teachers review and adjust the supports for students including improved tier 1 instruction and intentional skill deficit focus during intervention time. 54% of students are on or above grade level.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
51% of 6th-grade students will perform on/mid/above, on their iReady Spring 2025 reading diagnostic. This is a 7% increase from the previous year.			
Measurable Goal Nickname (35 Character Max)			
6th Grade ELA I-Ready			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Diagnostic will be taken to establish student baseline and set student pathways.	Reading Specialists and ELA teachers review and adjust the supports for students including improved tier 1 instruction and intentional skill deficit focus during intervention time. 36% of students are on or above grade level.	Reading Specialists and ELA teachers review and adjust the supports for students including improved tier 1 instruction and intentional skill deficit focus during intervention time. 45% of students are on or above grade level.	Reading Specialists and ELA teachers review and adjust the supports for students including improved tier 1 instruction and intentional skill deficit focus during intervention time. 51% of students are on or above grade level.

Priority: The use of an MTSS tracker to ensure the MTSS team can be responsive to student needs and to avoid the jump from tier 1 to a referral.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Through the use of a tiered system of support, 56% of our building will perform proficient or advanced on the 24/25 ELA PSSA's.			
Measurable Goal Nickname (35 Character Max)			
MTSS Implementation			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
MAP benchmark will be taken to establish student baseline on grade level content standards.	Using our tracking system, 60% of our tier 2 and tier 3 students will make growth on MAP benchmark in identified area.	Using our tracking system, 80% of our tier 2 and tier 3 students will make growth on MAP benchmark in identified area.	Using our tracking system, 100% of our tier 2 and tier 3 students will make growth on MAP benchmark in identified area.

Priority: The use of the state rubric and RACER to ensure a decrease in 0-1 on student TDAs.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Through teacher evaluation utilizing the state rubric and the RACES model of response, 85% of students will score 2 or above by their 4th quarter TDA on the state rubric.			
Measurable Goal Nickname (35 Character Max)			
TDA: Races/State Rubric			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
70% of students will score 2 or above on the state rubric.	75% of students will score 2 or above on the state rubric.	80% of students will score 2 or above on the state rubric.	85% of students will score 2 or above on the state rubric.

Action Plan

Measurable Goals

5th Grade ELA I-Ready	6th Grade ELA I-Ready
MTSS Implementation	TDA: Races/State Rubric

Action Plan For: Intervention Time

Measurable Goals:
• Through teacher evaluation utilizing the state rubric and the RACES model of response, 85% of students will score 2 or above by their 4th quarter TDA on the state rubric. • Through the use of a tiered system of support, 56% of our building will perform proficient or advanced on the 24/25 ELA PSSA's. • 51% of 6th-grade students will perform on/mid/above, on their iReady Spring 2025 reading diagnostic. This is a 7% increase from the previous year. • 54% of 5th-grade students will perform on/mid/above, on their iReady Spring 2025 reading diagnostic. This is a 7% increase from the previous year.

Action Step		**Anticipated Start/Completion Date**	
Teachers will use the State Rubric to evaluate student TDAs and provide students feedback using the RACES model. The data gathered through this work will be triangulated with MAP data and I-Ready data and included in our MTSS implementation during our PLCs.		2024-08-19	2025-05-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Crider, Harley, Mellinger, Phillips, Wright	MAP, I-Ready, Tracking Tool, State Rubrics	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
100% of Math and ELA teachers will plan small group instruction and provide appropriate support.	data tool, all teachers, every other 6-day cycle

Action Plan For: Intervention/Collaboration Time

Measurable Goals:
• Through teacher evaluation utilizing the state rubric and the RACES model of response, 85% of students will score 2 or above by their 4th quarter TDA on the state rubric. • Through the use of a tiered system of support, 56% of our building will perform proficient or advanced on the 24/25 ELA PSSA's. • 51% of 6th-grade students will perform on/mid/above, on their iReady Spring 2025 reading diagnostic. This is a 7% increase from the previous year. • 54% of 5th-grade students will perform on/mid/above, on their iReady Spring 2025 reading diagnostic. This is a 7% increase from the previous year.

Action Step	Anticipated Start/Completion Date	
All professional learning will have an agenda aligned with student outcome deficits and strengths and all staff will review the agenda before the meeting. At least one tier 1 and or tier 2 instructional strategy will be on the agenda to model and discuss.	2024-09-09	2025-05-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Crider/Harley/Phillips/Mellinger/Wright	data tool, all teachers, every other 6-day cycle	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent/intentional agenda that will aid in focus and efficiency when discussing student data and instructional practices. An effective instructional strategy will be reviewed for immediate implementation in the classroom.	Monitoring: Staff Feedback The administration and data specialists will create and maintain the agenda with staff input as notetakers and contributors. This agenda will be on a Google Document and linked to the buildings webpage.

Action Plan For: Data Tracking Tool

Measurable Goals:
• Through the use of a tiered system of support, 56% of our building will perform proficient or advanced on the 24/25 ELA PSSA's.

Action Step	Anticipated Start/Completion Date	
Math and ELA teachers will have and utilize a consistent tool to track specific skills aligned to standards.	2024-09-09	2025-05-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Crider/Harley/Phillips/Mellinger/Wright	i-Ready/MAP	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Content area teachers will be able to identify their student's progress toward state standards.	Administration/Data Specialists will monitor and provide feedback based on class observations and conversations during collaboration meetings. Meetings will occur once every other 6-day cycle with content-specific teachers.

Action Plan For: Intervention Time

Measurable Goals:
• 51% of 6th-grade students will perform on/mid/above, on their iReady Spring 2025 reading diagnostic. This is a 7% increase from the previous year.
• 54% of 5th-grade students will perform on/mid/above, on their iReady Spring 2025 reading diagnostic. This is a 7% increase from the previous year.

Action Step		Anticipated Start/Completion Date	
Targeted intervention time- 40 minutes daily		2024-09-09	2025-05-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers/Principal	Curriculum Resources from i-Ready, Map Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will successfully work through the tiered system (individual pathways) to extend their knowledge of content or to remediate gaps in grade-level content.	The administration will monitor through classroom observations and data reviews. Quarterly diagnostics/benchmarks will inform teachers and data specialists of movement between the tiers and identify content standard strengths and weaknesses.

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	• Intervention Time • Intervention/Collaboration Time • Intervention Time	Reading Specialist Salary	150000
Instruction	• Data Tracking Tool	Reading Specialist Benefits	34928
Instruction	• Intervention/Collaboration Time	Parent and Family Engagement Supplies	2500
Instruction	• Intervention Time • Intervention/Collaboration Time	Literacy Supplies	2500
Total Expenditures			189928

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Intervention Time	Teachers will use the State Rubric to evaluate student TDAs and provide students feedback using the RACES model. The data gathered through this work will be triangulated with MAP data and I-Ready data and included in our MTSS implementation during our PLCs.

Data analysis

Action Step		
• All professional learning will have an agenda aligned with student outcome deficits and strengths. Teachers will have the data tracker to provide the data in advance.		
Audience		
Math and ELA Teachers. Reading and Math Data Specialists		
Topics to be Included		
Data analysis of Math and ELA diagnostics.		
Evidence of Learning		
Teachers will be able to identify PA Common Core standard strengths and areas for improvement according to student diagnostic results.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Crider/Harley/Mellinger/Phillips/Wright	2024-08-19	2025-05-09

Learning Format

Type of Activities	Frequency
Inservice day	2 Inservice Building Days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Once every other 6-day cycle
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
• 2024-2025 Board Affirmation Statement.pdf

Chief School Administrator	Date
Lisa Hess	2024-07-30
Building Principal Signature	**Date**
Cory Crider	2024-08-20
School Improvement Facilitator Signature	**Date**