

Brecknock El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Brecknock Elementary		114063003
Address 1		
1332 Alleghenyville Road		
Address 2		
City	State	Zip Code
Mohnton	Pa	19540
Chief School Administrator		Chief School Administrator Email
Dr. Lisa Hess		Lisa.Hess@gmsd.org
Principal Name		
Nicole Pagan		
Principal Email		
Nicole.Pagan@gmsd.org		
Principal Phone Number		Principal Extension
6107755079		7701
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Mary Libby		Mary.Libby@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Nicole Pagan	Principal	Brecknock	Nicole.Pagan@gmsd.org
Vanessa Cipolla	Parent	Parent	Vanessa.Cipolla@gmail.com
Patricia Nierle	Reading Specialist	Brecknock	patricia.nierle@gmsd.org
Diane MacMahon	Reading Specialist	Brecknock	diane.macmahon@gmsd.org
Karen Smith	Reading Specialist	Brecknock	karen.smith@gmsd.org
Kristina Flanagan	Education Specialist	Brecknock Psychologist	kristina.flanagan@gmsd.org
Dr. Lisa Hess	Chief School Administrator	Superintendent	lisa.hess@gmsd.org
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Ashley Russell	Teacher	Brecknock	Ashley.Russell@gmsd.org
Christina Worley	Board Member	Governor Mifflin School District	Christina.Worley@gmsd.org
Jamie Drenning	Community Member	Governor Mifflin School District	Drenninglady@gmail.com

Vision for Learning

Vision for Learning

The Governor Mifflin School District is a community of dedicated individuals working together to achieve the mission of Educating, Inspiring, and Empowering Every Student Every Day. Brecknock Elementary School cultivates a supportive learning community where all students are encouraged to find their passion, purpose, and path.

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
Math PSSA (2022-2023)	In the 2022-2023 School year, 41.4% of students scored proficient/advanced on the PSSA Assessment, which is above the state average of 38.3%. Although our economically disadvantaged students did not meet the statewide average, they are growing and currently performing at 28.4.
Math PVAAS 2022-2023	In the 2022-2023 School year, 70% of all of our students made growth in math, which is an increase from 50.0% from 2021-2022.
ELA PSSA (2022-2023)	In the 2022-2023 School year, 54.7% of students scored proficient/advanced on the PSSA Assessment, which is above the state average of 54.5%. Although our economically disadvantaged students did not meet the statewide average, they are growing and currently performing at 48.4.
ELA PVAAS 2022-2023	In the 2022-2023 School year, 67% of all of our students made growth for ELA, which is an increase from 57.0% from the previous year.
PSSA Science (2022-2023)	In the 2022-2023 School year, 76.8% of students scored proficient/advanced on the PSSA Assessment, above the state average of 58.9%.

Challenges

Indicator	Comments/Notable Observations
Math PSSA 2022-2023	In 2022-2023, 28.4% of Economically Disadvantaged students scored proficient or advanced in Math PSSA, compared to 41.4% of our overall student population.
ELA PSSA 2022-2023	48.4% of Economically Disadvantaged students scored proficient or advanced in ELA PSSA compared to 54.7% of our overall student population.
Science PSSA 2022-2023	57.1% of Economically Disadvantaged students scored proficient or advanced in Science PSSA compared to 76.8% of our overall student population.

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

Strengths

Indicator	Comments/Notable Observations
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<p>Math iReady 2023-2024</p> <p>ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>58% of our overall student population is on grade level, compared to 54% in 22-23. 60% or greater of our students are on grade level in all four math domains, which is an increase from last year when less than 60% of the students were on grade level in three of the four domains. 81% of our Asian population are on grade level compared to 57% in 22-23. 62% of our white population are on grade level compared to 56% in 22-23. The median percent progress towards typical growth is 115%, which is an increase from 96% the previous year. 61% of our second- grade students are on grade level compared to the same cohort of students, when 42% of these same students were on grade level in 2022-23. 54% of our fourth-grade students are on grade level compared to the same cohort of students, when 49% of these same students were on grade level in 2022-23.</p>
<p>Indicator Math PVASS 2022-2024</p> <p>ESSA Student Subgroups Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations - 79.0% of our Hispanic population met the academic growth goal for math. - 75.0% of our economically disadvantaged population met the academic growth goal for math - 77.0% of students with disabilities met the academic growth goal for math. - 76.0% of our combined ethnicity population met the academic growth goal for math.</p>
<p>Indicator ELA PSSA 2022-2023</p> <p>ESSA Student Subgroups Hispanic, Economically Disadvantaged</p>	<p>Comments/Notable Observations 43.9% of our Hispanic Population made growth in ELA, which is an increase from 36.4% from the previous year. 48.4% of our Economically Disadvantaged subgroup made growth in ELA, which is an increase from 39.4% from the previous year.</p>
<p>Indicator ELA PVASS 2022-2023</p> <p>ESSA Student Subgroups Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations 72.0% of our Hispanic population made growth, which is above the statewide growth standard of 70%. 65.0% of our white population made growth, which is an increase from 60.0% the previous year. 70.0% of our economically disadvantaged population maintained the growth goal. 73.0% of our students with disabilities and 72.0% of our combined ethnicity populations are above the growth standard.</p>
<p>Indicator Science PSSA 2022-2023</p> <p>ESSA Student Subgroups Hispanic, White, Economically Disadvantaged</p>	<p>Comments/Notable Observations 74.1% of our Hispanic population made growth, which is an increase from 63.6% from the previous year. 83.3% of our white population made growth, which is an increase from 81.1% from the previous year. 75.6% of our economically disadvantaged population made growth, which is an increase from 57.1% from the previous year.</p>

Challenges

<p>Indicator Math PSSAs 2022-2023</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations 58% of grades 3rd and 4th grade students scored Basic or Below Basic. 70.7% of our Economically Disadvantaged Population scored Basic or Below Basic.</p>
<p>Indicator Math PVASS 2022-2023</p> <p>ESSA Student Subgroups Hispanic, White, Economically Disadvantaged</p>	<p>Comments/Notable Observations 67.0% of our white population, 63.0% of our Hispanic population, and 58.0% of our combined ethnicity populations scored below the 70% growth goal.</p>

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Math iReady 2023-2024 ESSA Student Subgroups Hispanic, White, Economically Disadvantaged	Comments/Notable Observations 29% of our Hispanic population scored on grade level in iReady Math, which is a decrease from 40% in 2022-23. 35% of our students with disabilities scored on grade level in iReady Math, which is a decrease from 41% in 2022-23. 55% of our first-grade students are on grade level in iready Math compared to the same cohort of students, when 66% of these same students were on grade level in 2022-23.
Indicator ELA iReady 2023-2024 ESSA Student Subgroups Hispanic	Comments/Notable Observations Pvaas and PSSA data from ELA in 2022-2023 do not show significant challenges among subgroups. However, iReady ELA data from the 2023-2024 school year indicates: - The Hispanic population decreased from 49% on grade level in iReady Reading in the 22-23 school year to 44% on grade level in the 23-24 school year. - 65% of our first-grade students are on grade level in iReady Reading compared to the same cohort of students, when 76% of these same students were on grade level in 2022-23.
Indicator ELA PSSA 2022-2023 ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 47% of our 4th Graders scored Basic or Below Basic, and 44% of our 3rd Graders scored Basic or Below Basic. 20% of our Students with Disabilities Population made growth, which is a decrease from 23.3% from the previous year. 51% of our Economically Disadvantaged Population scored Basic or Below Basic.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

48.4% of our Economically Disadvantaged subgroup made growth in ELA PVAAS, which is an increase from 39.4% from the previous year.

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.

48.4% of Economically Disadvantaged student scored proficient or advanced in ELA PSSA, compared to 41.4% of our overall student population. .

28.4% of Economically Disadvantaged student scored proficient or advanced in Math PSSA,

57.1% of Economically Disadvantaged student scored proficient or advanced in Science PSSA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady ELA 2023-2024	54% of our students who are Economically Disadvantaged are on grade level in iReady Reading according to end-of-the-year assessments for the 2023-2024 school year
iReady ELA 2023-2024	67% of our overall students are on grade level in iReady Reading according to end-of-the-year assessments for the 2023-2024 school year
iReady ELA 2023-2024	32% of our students with disabilities are on grade level in iReady Reading according to end-of-the-year assessments for the 2023-2024 school year
F & P 2023-2024	According to F&P assessments administered at the end of the year, 61% of our overall students are on or above. Note: Subgroup data in EdInsight did not represent accurate demographics data for the 23-24 school year; therefore, subgroup data for F&P is not represented.
iReady ELA 2023-2024	41% of our students who are Hispanic are on grade level in iReady Reading according to end-of-the-year assessments for the 2023-2024 school year

English Language Arts Summary

Strengths

Reading Specialists provide professional learning through co-teaching and 1:1 sessions around tier one and two reading instruction. Utilizing quarterly iReady reports to inform reading instruction.

Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction

Challenges

The 2023-2024 was the first year we implemented departmentalization in grades 3 and 4.

ELA's challenge is that we are piloting a new curricular resource, and our staff members will have different professional learning needs.

Supporting teachers to provide tier two support in the classroom. A high number of students are still requiring tier 2 and tier 3 support in both readings.

Creating an equitable schedule for staff covering that ensures all students get the support they need.

Mathematics

Data	Comments/Notable Observations
iReady Math 2023-2024	41% of our students who are economically disadvantaged scored on grade level in iReady Math according to end-of-the-year assessments for the 2023-2024 school year
iReady Math 2023-2024	58% of our overall students are on grade level in iReady Math according to end-of-the-year assessments for the 2023-2024 school year
iReady Math 2023-2024	28% of our students who are Hispanic scored on grade level in iReady Math according to end-of-the-year assessments for the 2023-2024 school year
iReady Math 2023-	30% of our students who have disabilities scored on grade level in iReady Math according to end-of-the-year assessments for the 2023-

2024	2024 school year
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Mathematics Summary

Strengths

Quarterly diagnostic data available for staff to target small group instruction.
The current scope and sequence of our math resources are aligned with the state assessment measures.
We will utilize a benchmarking tool that will provide quarterly insight into student progress.
Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady Math reports.

Challenges

Staff members need varied support due to experience in the role.
Creating an equitable schedule for staff covering that ensures all students get the support they need.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science PSSA	75.5 of our economically disadvantaged group scored P/A. 74.1% of our Hispanic group scored P/A. 75.5 of our economically disadvantaged group scored P/A. The statewide average is 58.9%
Science PSSA	76.8% of students scored P/A overall.
Local Assessments/Curriculum Based	Progress monitoring was conducted at the classroom level. However, it was not analyzed at the building level.

Science, Technology, and Engineering Education Summary

Strengths

The district implemented a curriculum and pacing of our Science to better align with PA Standards.
Continue using our library to support TExPL and innovative learning for all students.
Students will continue to be exposed to inquiry-based learning through Innovation classes.
Staff and students will continue to embrace community and various school partnerships to extend learning beyond the four walls of our classrooms.

Challenges

Familiarizing and utilizing problem-solving, inquiry, STEM-based TExPL activities.
The district recently worked on the curriculum and pacing of our Science to better align with PA Standards.
Staff will collaborate with TExPL-trained colleagues to learn about innovative practices to utilize in their classrooms.
In-class, curriculum pacing will be a challenge as we shift to a more structured scope and sequence.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339	Our school counselor works in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness. For the 23-24 school year 100% of students submitted required artifacts.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
All students engage in a TExpL-like project per year with a community stakeholder.	All teachers are encouraged to have student participate in experiential learning relating to TExpL Conditions for Success

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 school counselors attend regular 339 training to update our curricula in career and future readiness. All students receive instruction in this area throughout the year.

The district focuses on making real-world connections in all lessons. To support students through and beyond career explorations/aspirations.

Brecknock has a strong PTO that supports students, the community, and our school.

Responsive Classroom is used in all classrooms to help meet our student's social/emotional needs.

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.

Continue to monitor and assess our Guidance program to allow for our School Counselor to have more responsive/constructive time with students.

Increase Brecknock trained staff in TExpL from three staff members to eight.

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
In 2022-2023, our students with disabilities are trending down and not meeting the statewide average.	Our school-wide focus on TDAs will help support this challenge
2023-2024 PSSA data indicates that	All special education students perform below their peers in ELA, Math, and Science.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
American Indian/Alaskan Native	Insufficient student population
Asian	Student group is already accounted for within the needs assessment.
Black	Insufficient student population
Hawaiian/Pacific Islander	Insufficient student population
Hispanic	Student group is already accounted for within the needs assessment.

White	Student group is already accounted for within the needs assessment.
2 or More Races	Insufficient student population

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.

A school-wide commitment to the success of all students. We have a schoolwide commitment towards the success of all students (Example: TDA focus)
Reading Specialists and Special Education teachers use research-based materials and progress monitoring students needing tier 2 and 3 instruction.
Attendance is 82.9%, which is above the state average of 73%. (21-22)

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.

Economically disadvantaged students are performing below their peers in ELA, Math & Science.
Special education students are performing below their peers in ELA, Math & Science.
Hispanic students are performing below their peers in ELA, Math, & Science

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

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 school-wide positive behavior interventions and supports.

Implement evidence-based strategies to engage families to support learning.

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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Use multiple professional learning designs to support the learning needs of staff.

Implement a multi-tiered system of support for academics and behavior.

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
48.4% of our Economically Disadvantaged subgroup made growth in ELA PVAAS, which is an increase from 39.4% from the previous year.	False
Reading Specialists provide professional learning through co-teaching and 1:1 sessions around tier one and two reading instruction. Utilizing quarterly iReady reports to inform reading instruction.	False
Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction	True
Quarterly diagnostic data available for staff to target small group instruction.	False
The current scope and sequence of our math resources are aligned with the state assessment measures.	True
The district focuses on making real-world connections in all lessons. To support students through and beyond career explorations/aspirations.	False
Responsive Classroom is used in all classrooms to help meet our student's social/emotional needs.	False
The district implemented a curriculum and pacing of our Science to better align with PA Standards.	False
All school counselors attend regular 339 training to update our curricula in career and future readiness. All students receive instruction in this area throughout the year.	True
A school-wide commitment to the success of all students. We have a schoolwide commitment towards the success of all students (Example: TDA focus)	False
We will utilize a benchmarking tool that will provide quarterly insight into student progress.	False
Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady Math reports.	False
Continue using our library to support TExPL and innovative learning for all students.	False
Students will continue to be exposed to inquiry-based learning through Innovation classes.	False
Staff and students will continue to embrace community and various school partnerships to extend learning beyond the four walls of our classrooms.	False
Brecknock has a strong PTO that supports students, the community, and our school.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Reading Specialists and Special Education teachers use research-based materials and progress monitoring students needing tier 2 and 3 instruction.	True
Implement an evidence-based system of school-wide positive behavior interventions and supports.	True
Attendance is 82.9%, which is above the state average of 73%. (21-22)	False

Implement evidence-based strategies to engage families to support learning.	False
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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
57.1% of Economically Disadvantaged student scored proficient or advanced in Science PSSA.	False
28.4% of Economically Disadvantaged student scored proficient or advanced in Math PSSA,	False
48.4% of Economically Disadvantaged student scored proficient or advanced in ELA PSSA, compared to 41.4% of our overall student population. .	False
The 2023-2024 was the first year we implemented departmentalization in grades 3 and 4.	True
ELA's challenge is that we are piloting a new curricular resource, and our staff members will have different professional learning needs.	False
Familiarizing and utilizing problem-solving, inquiry, STEM-based TExpL activities.	False
The district recently worked on the curriculum and pacing of our Science to better align with PA Standards.	False
Continue to monitor and assess our Guidance program to allow for our School Counselor to have more responsive/constructive time with students.	False
Increase Brecknock trained staff in TExpL from three staff members to eight.	False
Creating an equitable schedule for staff covering that ensures all students get the support they need.	False
Supporting teachers to provide tier two support in the classroom. A high number of students are still requiring tier 2 and tier 3 support in both readings.	True
Staff members need varied support due to experience in the role.	False
Creating an equitable schedule for staff covering that ensures all students get the support they need.	False
Staff will collaborate with TExpL-trained colleagues to learn about innovative practices to utilize in their classrooms.	False
In-class, curriculum pacing will be a challenge as we shift to a more structured scope and sequence.	False
Special education students are performing below their peers in ELA, Math & Science.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	False
Economically disadvantaged students are performing below their peers in ELA, Math & Science.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Hispanic students are performing below their peers in ELA, Math, & Science	False
Implement a multi-tiered system of support for academics and behavior.	True
Use multiple professional learning designs to support the learning needs of staff.	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.

A commitment to the individual needs of all students, specifically students who are performing below the benchmark.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The 2023-2024 was the first year we implemented departmentalization in grades 3 and 4.	Continue to develop and support teachers in strengthening their knowledge of our curricular resources and differentiation strategies.	True
Supporting teachers to provide tier two support in the classroom. A high number of students are still requiring tier 2 and tier 3 support in both readings.	Continue implementation of UFLI Phonics and pilot new ELA curriculum.	True
Implement a multi-tiered system of support for academics and behavior.	Continue to develop an MtSS process focused on data and support students' needs.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction	Develop and support focus on available data reports and progress monitoring logs.
Reading Specialists and Special Education teachers use research-based materials and progress monitoring students needing tier 2 and 3 instruction.	Continue to grow our MTSS/tiered instructional model and support staff to increase achievement.
The current scope and sequence of our math resources are aligned with the state assessment measures.	Continue working with teachers in using the data to support instruction.
All school counselors attend regular 339 training to update our curricula in career and future readiness. All students receive instruction in this area throughout the year.	Provide our school counselors with time with students on a tier I basis to focus on career readiness while allowing flexibility to meet students' specific needs.
Implement an evidence-based system of school-wide positive behavior interventions and supports.	Continue to refine and use our PBIS plan to support student needs.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Continue to develop and support teachers in strengthening their knowledge of our curricular resources and differentiation strategies.
	If we want to reduce the number of students requiring tier 2 and tier 3 supports in both reading and math, then we need to strengthen our core instructional practices, provide targeted collaboration and coaching for teachers, and implement early intervention strategies to address learning gaps before they necessitate more intensive support.
	Continue to develop an MtSS process focused on data and support students' needs.

Goal Setting

Priority: If we want to reduce the number of students requiring tier 2 and tier 3 supports in both reading and math, then we need to strengthen our core instructional practices, provide targeted collaboration and coaching for teachers, and implement early intervention strategies to address learning gaps before they necessitate more intensive support.

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 reduce the number of students requiring tier 2 and tier 3 support in Reading by 20% by strengthening our core instructional practices, providing targeted collaboration and coaching for teachers, and implementing early intervention strategies to address learning gaps before they necessitate more intensive support, as measured by progress monitoring and intervention data.			
Measurable Goal Nickname (35 Character Max)			
MTSS: Equitable Access and Supports for Academic Success (All Students)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Goal: Reduce the number of students requiring tier 2 and tier 3 supports in reading and math by 5%. Actions: Conduct baseline assessments to identify current student needs and intervention levels. Begin implementing enhanced core instructional practices and early intervention strategies. Provide initial targeted collaboration and coaching sessions for teachers on effective instructional techniques. Establish a system for regular progress monitoring and data collection.	Goal: Reduce the number of students requiring tier 2 and tier 3 supports in reading and math by an additional 5% (total reduction of 10%). Actions: Continue strengthening core instructional practices and refining early intervention strategies based on progress monitoring data. Offer ongoing targeted coaching and professional development for teachers. Conduct mid-year assessments to evaluate the effectiveness of interventions and adjust strategies as needed. Increase parent and community engagement to support student learning.	Goal: Reduce the number of students requiring tier 2 and tier 3 supports in reading and math by an additional 5% (total reduction of 15%). Actions: Intensify targeted interventions for students still requiring tier 2 and tier 3 supports. Continue regular progress monitoring and adjust instructional practices based on data. Facilitate peer observations and collaborative planning sessions for teachers to share best practices. Provide additional resources and support for students identified as needing further assistance.	Goal: Achieve the target of reducing the number of students requiring tier 2 and tier 3 supports in reading and math by 20%. Actions: Conduct final assessments and analyze data to measure overall progress and effectiveness of interventions. Provide final coaching sessions and professional development to ensure sustainability of improved instructional practices. Celebrate successes and recognize the achievements of students and teachers. Plan for continued support and refinement of strategies in the following school year to maintain and further improve student performance.

Priority: Continue to develop and support teachers in strengthening their knowledge of our curricular resources and differentiation strategies.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)			
Through Math PLC time, teachers will collaborate to identify, plan, and implement differentiated tier II instructional strategies using relevant curricular resources, as demonstrated through quarterly benchmarking assessments.			
Measurable Goal Nickname (35 Character Max)			
PLC Continuous Learning			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collaboration: 80% of teachers participate in PLC meetings focused on Tier II strategies. During PLC meetings, teachers work collaboratively to identify students needing Tier II support based on baseline data. Planning: 70% of teachers develop and document differentiated Tier II instructional plans for identified students. These plans utilize relevant curricular resources aligned to student needs. Implementation: 60% of identified students receive differentiated Tier II instruction based on the developed plans.	Collaboration: Maintain or increase participation in PLC meetings to 85% or higher. During PLCs, teachers refine their identification process for Tier II students based on ongoing data and progress monitoring. Planning: Increase the percentage of documented plans with differentiated Tier II strategies to 80%. Ensure planned Tier II strategies explicitly reference and utilize relevant curricular resources. Implementation: Increase the percentage of students receiving differentiated Tier II instruction to 70%.	Collaboration: Maintain high PLC participation at 85% or higher. During PLCs, teachers collaborate on analyzing student progress data to assess the effectiveness of Tier II interventions. Planning: Achieve 90% of documented plans with well-developed and differentiated Tier II instructional strategies. Implementation & Assessment: Increase the percentage of students receiving Tier II instruction to 80%. Analyze results of the first quarterly benchmarking assessment to evaluate the overall impact of Tier II strategies on student achievement.	Collaboration: Maintain strong PLC participation at 85% or higher. During PLCs, teachers collaborate on refining Tier II interventions based on data analysis and student progress. Planning: Maintain 90% of documented plans with well-developed and differentiated Tier II instructional strategies. Implementation & Assessment: Maintain or increase the percentage of students receiving Tier II instruction to 80% or higher. Analyze results of the final quarterly benchmarking assessment to measure overall progress and identify areas for improvement in Tier II strategies.

Priority: Continue to develop an MtSS process focused on data and support students' needs.

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 and Math PSSA scores through data analysis by our MtSS team and close 85% of cases by the end of the year.			
Measurable Goal Nickname (35 Character Max)			
Student Centered System of Supports ELA/Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Goal: Analyze initial data to identify performance gaps and establish baseline metrics. Specific Actions:	Goal: Monitor progress and adjust intervention strategies as needed. Specific Actions: Review and analyze	Goal: Intensify interventions for remaining cases and prepare for final assessments. Specific Actions:	Goal: Finalize interventions and conduct final assessments. Specific Actions: Implement final round of

<p>Conduct an initial assessment of ELA and Math PSSA scores. Formulate intervention strategies based on data analysis. Begin implementing targeted interventions for identified students. Target: Identify and address 20% of cases.</p>	<p>mid-term data to track progress. Adjust intervention strategies based on data insights. Conduct additional assessments if necessary. Target: Close an additional 20% of cases, reaching a cumulative total of 40%.</p>	<p>Continue to monitor and adjust intervention strategies. Provide additional support and resources for struggling students. Conduct pre-final assessments to measure progress. Target: Close an additional 25% of cases, reaching a cumulative total of 65%.</p>	<p>interventions. Conduct final ELA and Math PSSA assessments. Analyze final data to measure overall performance gap closure. Target: Close the remaining 20% of cases to reach the year-end goal of closing 85% of cases.</p>
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Action Plan

Measurable Goals

MTSS: Equitable Access and Supports for Academic Success (All Students)	PLC Continuous Learning
Student Centered System of Supports ELA/Math	

Action Plan For: Differentiated Instruction for Inclusive Learning

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Through Math PLC time, teachers will collaborate to identify, plan, and implement differentiated tier II instructional strategies using relevant curricular resources, as demonstrated through quarterly benchmarking assessments. By the end of the 2024-2025 school year, we will close the performance gap in ELA PSSA and Math PSSA scores through data analysis by our MtSS team and close 85% of cases by the end of the year. By the end of the 2024-2025 school year, we will reduce the number of students requiring tier 2 and tier 3 support in Reading by 20% by strengthening our core instructional practices, providing targeted collaboration and coaching for teachers, and implementing early intervention strategies to address learning gaps before they necessitate more intensive support, as measured by progress monitoring and intervention data.
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Action Step	Anticipated Start/Completion Date	
	To implement differentiated instruction for inclusive learning by the end of the 2024-2025 school year, we will start by collaborating on differentiation principles and strategies and conduct a needs assessment as an MtSS team based on initial diagnostic data. Teachers will develop and implement differentiated lesson plans using flexible grouping and targeted instruction. We will offer ongoing support and coaching, monitor student progress with formative assessments, and introduce additional resources and tools. Regular classroom observations and feedback sessions will ensure consistent application, while data analysis will guide adjustments. Establishing BiWeekly Professional Learning Communities (PLCs) and targeted interventions will support struggling learners. Finally, summative assessments and a comprehensive review at year-end will evaluate effectiveness, inform planning for sustained implementation, and celebrate successes.	2024-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Nicole Pagan, Principal Karen Smith, MtSS Coordinator Grade Level Teachers Special Education Teachers	UFLI Materias HMH Materials iReady ELA/Math Diagnostic Data iReady Math Pathway Benchmark Data Universal Screener Data	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase our students who are Economically Disadvantaged scores on Benchmark Assessments Increase in student scores meeting iReady Benchmarks.	Universal Screener: First and Second Week of School-All students 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 (All Students): 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 fro Academic Success

Measurable Goals:

Action Step	Anticipated Start/Completion Date	
	Implement a comprehensive multi-tiered system of supports (MTSS) that includes universal screening, targeted interventions, and progress monitoring to identify and address each student's specific academic needs. We will provide collaborative and coaching opportunities for teachers on culturally responsive teaching practices and differentiated instruction. Ensure all students have access to high-quality instructional materials and technology. Explore opportunities to establish partnerships with community organizations to provide additional resources and support services. Regularly review and analyze data to ensure interventions are effective and adjust strategies as needed to meet the diverse needs of all students.	2024-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Karen Smith, MtSS Coordinator Tricia Nierle, Intervention Support/Reading Specialist Diane MacMahon, reading Specialist Grade Level Teachers Special Education Teachers Nicole Pagan, Principal	UFLI Materias/HMH iReady ELA/Math Diagnostic Data iReady Math Pathway Benchmark Data Universal Screener Data	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase our students who are Economically Disadvantaged scores on Benchmark Assessments Increase growth and Reading and Math.	Universal Screener: First and Second Week of School-All students 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 (All Students): Window 1: First and Second Week of School Window 2: Nov. 18-22 Window 3: Feb. 10-13 Window 4: May 12 - 23" iReady (Reading & Math)

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

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 fro Academic Success 	Reading Specialist Salary	100000
Instruction	<ul style="list-style-type: none"> Differentiated Instruction for Inclusive Learning Equitable Access and Support fro Academic Success 	Reading Specialist Benefits	29283
Instruction	<ul style="list-style-type: none"> Differentiated Instruction for Inclusive Learning Equitable Access and Support fro Academic Success 	Literacy Supplies	2500
Instruction	<ul style="list-style-type: none"> Differentiated Instruction for Inclusive Learning Equitable Access and Support fro Academic Success 	Parent and Family Engagement Supplies	2500
Total Expenditures			134283

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
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PLC and Instructional Coaching

Action Step		
<ul style="list-style-type: none"> To implement differentiated instruction for inclusive learning by the end of the 2024-2025 school year, we will start by collaborating on differentiation principles and strategies and conduct a needs assessment as an MtSS team based on initial diagnostic data. Teachers will develop and implement differentiated lesson plans using flexible grouping and targeted instruction. We will offer ongoing support and coaching, monitor student progress with formative assessments, and introduce additional resources and tools. Regular classroom observations and feedback sessions will ensure consistent application, while data analysis will guide adjustments. Establishing BiWeekly Professional Learning Communities (PLCs) and targeted interventions will support struggling learners. Finally, summative assessments and a comprehensive review at year-end will evaluate effectiveness, inform planning for sustained implementation, and celebrate successes. 		
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
Nicole Pagan, Principal	2024-08-19	2025-05-23

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	BiWeekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 	
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
Nicole Pagan	0024-08-21
School Improvement Facilitator Signature	Date