

Veterans Memorial El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Veterans Memorial Elementary School		1213951038474
Address 1		
250 Twin Ponds Rd		
Address 2		
City	State	Zip Code
Breinigsville	PA	18031
Chief School Administrator		Chief School Administrator Email
Mark Madson		madsonm@parklandsd.org
Principal Name		
Karen Dopera		
Principal Email		
doperak@parklandsd.net		
Principal Phone Number		Principal Extension
6103515910		29500
School Improvement Facilitator Name		School Improvement Facilitator Email
Adrienne Kashner		kashnera@parklandsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Karen Dopera	Principal	Veterans Memorial Elementary School	doperak@parklandsd.net
Taryn Gergar	Reading Specialist	Veterans Memorial Elementary School	gergart@parklandsd.net
Kim Stasko	RTII/Gifted	Veterans Memorial Elementary School	staskok@parklandsd.net
Todd Beidleman	School Counselor	Veterans Memorial Elementary School	Beidlemant@parklandsd.net
Adrienne Kashner	Administer/Coordinator of Title I	Parkland School District	kashnera@parklandsd.net
Megan Marra	Teacher/Parent	Veterans Memorial Elementary School	marram@parklandsd.net
Megan Bagg	Community Member	PTO Member	meganmchughbagg@gmail.com
Katie Saltzgeber	Other	School Psychologist	saltzgeberk@parklandsd.net
Krissi Godusky	Parent	PTO Member	krissigodusky@aol.com

Vision for Learning

Vision for Learning

Student success is a key component of Parkland's vision of educating the whole child through the Academics, Arts, and Athletics. In this day and age the driving factor of a successful school is how well it performs on PSSA tests and the growth data we receive from PVAAS. Although, we in the education realm understand there are certainly other measures to gauge success that are not reflected in a standardized test score or in student success summary reports. The key to success is to help our students learn to grow socially, emotionally, and academically throughout the school year, making sure to include equitable opportunities for all.

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	True 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
ELA 75.1% Proficient or Advanced is above statewide average and being green overall using Future Ready Index	
Math 75.1 Proficient or Advanced is above statewide average and being blue overall using Future Ready Index.	
Science 90% Proficient or Advanced is above statewide average and being blue overall using Future Ready Index.	
For combined Ethnicity in ELA all student subgroups were 24.9% advanced.	

Challenges

Indicator	Comments/Notable Observations
In Math the Hispanic subgroup was 19.6% proficient.	
Met interim goal in ELA for all student groups, however our performance in all student groups decreased from the previous year. (Green arrow going down)	
In Math the ED subgroup was 23.8% proficient.	
Students with disabilities subgroup was 19.6% proficient in math.	
Not all ELA subgroups met and exceeded the interim statewide goal and target in Future Ready Index. (Students with disabilities, hispanic and combined ethnicity group were red arrows down.)	

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Indicator ELA Asian subgroup blue arrow going down, but still exceeding statewide goal. ESSA Student Subgroups Asian (not Hispanic)	Comments/Notable Observations
Indicator Math Asian subgroup blue arrow going down, but still exceeding statewide goal. ESSA Student Subgroups	Comments/Notable Observations
Indicator ELA white subgroup met the interim target and increase performance from the previous year. ESSA Student Subgroups	Comments/Notable Observations
Indicator Math white subgroup exceeded the statewide goal and increased performance. ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator In ELA Hispanic subgroup did not meet the statewide goal and decreased performance from previous year. ESSA Student Subgroups Hispanic	Comments/Notable Observations
Indicator In ELA Economically disadvantaged subgroup met the statewide goal but decreased performance from previous year. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator ELA students with disability subgroup decreased from previous year and did not meet statewide goal. ESSA Student Subgroups Students with Disabilities	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.

ELA white subgroup met the interim target and increase performance from the previous year.
Math white subgroup exceeded the statewide goal and increased performance.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

In ELA Economically disadvantaged subgroup met the statewide goal but decreased performance from previous year.

In ELA Hispanic subgroup did not meet the statewide goal and decreased performance from previous year.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA CDT DATA at or above grade level: 3rd grade MOY 65% 4th grade MOY 72% 5th grade MOY 69%	Third and fifth grade CDT ELA data lower than 70% of students at or above grade level.
Percentage of students who stayed at/above benchmark in Acadience from BOY to EOY Kindergarten: 100% First Grade: 91% Second Grade: 95% Third Grade: 92% Fourth Grade: 89% Fifth Grade: 96%	Kindergarten, Second Grade, and Fifth Grade achieved the goal of keeping 95% or more of their students at or above benchmark.
Acadience Data at or above benchmark Kindergarten BOY 69% to EOY 93% 1st grade BOY 49% to EOY 77% 2nd grade BOY 83% to 82% 3rd grade BOY 70% to 77% 4th grade BOY 69% to 66% 5th grade BOY 54% to 70%	Every grade but 2nd and 4th level increased their % of students at or above benchmark from BOY to EOY.

English Language Arts Summary

Strengths

K, 1, 3, 5 increased their % of students at or above benchmark from BOY to EOY in Acadience.
100% of Kindergarten students who started at or above benchmark stayed at or above benchmark in Acadience from BOY to EOY.

Challenges

Fourth Grade kept 89% of their students at or above benchmark from BOY to EOY in Acadience.
Fourth Grade decreased their percentage of students at or above proficiency from BOY to EOY in Acadience.

Mathematics

Data	Comments/Notable Observations
Math CDT Data at or above grade level: 3rd grade EOY 64% 4th grade EOY 73% 5th grade EOY 70%	4th and 5th grade CDT math data at 70% or above at EOY CDT.
Growth Measure Math in Focus on or above level Kindergarten MOY 87% to EOY 96% 1st Grade BOY 50% to EOY 88% 2nd Grade BOY 57% to 93%	Growth Measure scores show K-2 increasing from BOY to EOY percentage of students at or above benchmark.

Mathematics Summary

Strengths

K-2 all grades are at 80% or more at or above grade level using data source from Math in Focus curriculum.
Grade 4 and 5 CDT scores are above 70% proficient or above at EOY.

Challenges

Third grade math not at 70% proficient or above at EOY.

Only 47% of third grade, 50% of 4th grade, and 51% of 5th grade were at or above middle of the green in EOY Math CDT.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science PSSA	Still working to incorporate new science standards.

Science, Technology, and Engineering Education Summary

Strengths

New Carolina Science Curriculum aligned to NGSSS.

Professional Development will be occurring for Science in the upcoming year.

Challenges

Limited content time and frequent interruptions or omissions from schedule.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	All students k-5 participate in Xello web based program.

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.

100% of students in grades 2 and 5 met the career standards benchmark.
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All student groups met or exceeded standards goal for career standards.

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.

Incorporating Career & College Readiness into daily instruction of PA Standards.
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Economically disadvantaged students only met the target.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
57.7% met or exceeded the state target and increased performance from previous year in Math PSSA from Future Ready Index.	
44.4% did not meet statewide goal, but increased performance from previous year in ELA PSSA from Future Ready Index.	

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	This student subgroup decreased in performance and did not meet to meet the statewide goal.
2 or More Races	insufficient data

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.

K, 1, 3, 5 increased their % of students at or above benchmark from BOY to EOY in Acadience.
Acadience data is making growth from BOY to EOY.

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.

Fourth grade reading concerns in fluency and comprehension based on Acadience and CDT EOY data.

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	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	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Multi-tiered intervention program.
Ongoing professional development for all staff, experienced and new.
Data discussions held on regular basis between GLT and LS staff with Core Team.

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?

Partner with organizations and community events to meet the needs of our students.
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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 white subgroup met the interim target and increase performance from the previous year.	False
Math white subgroup exceeded the statewide goal and increased performance.	True
K, 1, 3, 5 increased their % of students at or above benchmark from BOY to EOY in Acadience.	True
K-2 all grades are at 80% or more at or above grade level using data source from Math in Focus curriculum.	False
100% of Kindergarten students who started at or above benchmark stayed at or above benchmark in Acadience from BOY to EOY.	False
K, 1, 3, 5 increased their % of students at or above benchmark from BOY to EOY in Acadience.	False
Grade 4 and 5 CDT scores are above 70% proficient or above at EOY.	True
Ongoing professional development for all staff, experienced and new.	False
All student groups met or exceeded standards goal for career standards.	False
New Carolina Science Curriculum aligned to NGSSS.	False
100% of students in grades 2 and 5 met the career standards benchmark.	False
Multi-tiered intervention program.	True
Acadience data is making growth from BOY to EOY.	False
Professional Development will be occurring for Science in the upcoming year.	False
Data discussions held on regular basis between GLT and LS staff with Core Team.	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
In ELA Economically disadvantaged subgroup met the statewide goal but decreased performance from previous year.	False
In ELA Hispanic subgroup did not meet the statewide goal and decreased performance from previous year.	False
Fourth Grade kept 89% of their students at or above benchmark from BOY to EOY in Acadience.	False
In ELA Economically disadvantaged subgroup met the statewide goal but decreased performance from previous year.	False
Limited content time and frequent interruptions or omissions from schedule.	False
Fourth grade reading concerns in fluency and comprehension based on Acadience and CDT EOY data.	True

Incorporating Career & College Readiness into daily instruction of PA Standards.	False
Partner with organizations and community events to meet the needs of our students.	False
Economically disadvantaged students only met the target.	False
In ELA Hispanic subgroup did not meet the statewide goal and decreased performance from previous year.	False
Fourth Grade decreased their percentage of students at or above proficiency from BOY to EOY in Acadience.	True
Third grade math not at 70% proficient or above at EOY.	False
Only 47% of third grade, 50% of 4th grade, and 51% of 5th grade were at or above middle of the green in EOY Math CDT.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Fourth grade reading concerns in fluency and comprehension based on Acadience and CDT EOY data.		True
Fourth Grade decreased their percentage of students at or above proficiency from BOY to EOY in Acadience.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
K, 1, 3, 5 increased their % of students at or above benchmark from BOY to EOY in Acadience.	4th grade teachers can watch other teachers teach and can collaborate with other grades on lesson planning.
Multi-tiered intervention program.	Focus on 4th grade tier students to ensure students are receiving the necessary. Strengthen Tier I instruction for all 4th grade teachers.
Grade 4 and 5 CDT scores are above 70% proficient or above at EOY.	
Data discussions held on regular basis between GLT and LS staff with Core Team.	Continue practice.
Math white subgroup exceeded the statewide goal and increased performance.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Fourth grade students do not make as much growth in a school year from BOY to EOY as other grades in the building in ELA.
	4th Grade achievement levels need to continue to move students to proficient or advanced levels.

Goal Setting

Priority: Fourth grade students do not make as much growth in a school year from BOY to EOY as other grades in the building in ELA.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Within the next school year 4th grade students will increase their BOY to EOY scores in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect BOY scores determine Tier II and III students.	Progress monitor Tier II and III students	Review data to monitor Tier I-III and MOY and adjust instruction as needed.	EOY collected and data analysis.

Priority: 4th Grade achievement levels need to continue to move students to proficient or advanced levels.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Fourth Grade will keep 95 % or more students at or above benchmark from BOY to EOY in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience Core			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
BOY data collected	Tier I students instructed based on data from BOY collection	MOY data collected and analyzed	EOY collected and data analysis.

Action Plan

Measurable Goals

Acadience	Acadience Core
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Action Plan For: Data Driven Instruction

Measurable Goals:
<ul style="list-style-type: none"> • Within the next school year 4th grade students will increase their BOY to EOY scores in Acadience. • Fourth Grade will keep 95 % or more students at or above benchmark from BOY to EOY in Acadience.

Action Step		Anticipated Start/Completion Date	
Collect and analyze BOY data and collaborate on Tier I instruction and Tier 2/3 small group instruction through Title I groups.		2024-08-27	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Karen Dopera	Core Team & 4th Grade Team Acadience data Federal funding will be utilized to provide additional push in/pull out support through Title aide services for small group reteaching of both ELA and Math. Additional math/ELA resources/intervention components will be purchased with title funds as needed to support student growth.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Scores will increase from BOY to EOY	Kim Stasko, Taryn Gergar and Karen Dopera- Acadience Data Collection Tool, after each benchmark

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">Data Driven Instruction	Title I Aide Salaries	130468
Total Expenditures			130468

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Driven Instruction	Collect and analyze BOY data and collaborate on Tier I instruction and Tier 2/3 small group instruction through Title I groups.

Acadience Sub-Skill PD

Action Step		
• Collect and analyze BOY data and collaborate on Tier I instruction and Tier 2/3 small group instruction through Title I groups.		
Audience		
Fourth Grade Teachers		
Topics to be Included		
Acadience Sub skills		
Evidence of Learning		
Increase in BOY to EOY scores		
Lead Person/Position	Anticipated Start	Anticipated Completion
Karen Dopera	2024-08-27	2025-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Once a month
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Karen Beth Dopera	2025-01-21
School Improvement Facilitator Signature	Date