

Fogelsville Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Fogelsville Elementary School		121395103
Address 1		
312 S. Route 100		
Address 2		
City	State	Zip Code
Breinigsville	PA	18104
Chief School Administrator		Chief School Administrator Email
Mark Madson		madsonm@parklandsd.org
Principal Name		
Lisa Lesko		
Principal Email		
leskol@parklandsd.net		
Principal Phone Number		Principal Extension
610-351-5800		22500
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lisa Lesko	Principal	Fogelsville Elementary	leskol@parklandsd.net
Jessica Holben	Reading Specialist	Fogelsville Elementary	holbenj1@parklandsd.org
Adrienne Kashner	Administrator of Schoolwide Plan	Parkland School District	kashnera@parklandsd.org
Paula Stoudt	Primary Teacher	Fogelsville Elementary	stoudtp@parklandsd.org
Nicole Miller	Intermediate Teacher	Fogelsville Elementary	millern@parklandsd.org
Amanda Keil	School Counselor	Fogelsville Elementary	keila@parklandsd.org
Traci Falco	Education Specialist	Fogelsville Elementary	urbank@parklandsd.org
William Rohrbach	Community Representative	Upper Macungie Township PD	wrohrbach@uppermac-pd.org
Abigail Hoke	Education Specialist	Speech and Language Therapist	wummerl@parklandsd.org
Joe Webster	Parent	1 Child	websterj1@parklandsd.org
Mary Ann Kloiber	Teacher	ESL Teacher	kloiberm@parklandsd.net

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. However, we 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.

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
72.8% of student population is proficient or advanced on the 22-23 ELA PSSA	
75.4% of student population is proficient or advanced on the 22-23 Mathematics PSSA	
87.1% of student population is proficient or advanced on the 22-23 Science PSSA	
Student achievement in science (87.1%) and math (75.4%) has exceeded the 2033 statewide goal.	
PVAAS scored indicate Fogelsville has met the growth standard in Math (73).	

Challenges

Indicator	Comments/Notable Observations
On ELA PSSA, the All Student Group met the interim target but decreased in performance from the previous year.	
On ELA PSSA, Hispanic (63.9% P/A), Economically Disadvantaged (54.8% P/A), Students with Disabilities (29.2% P/A), and Combined Ethnicity (60.3% P/A) subgroups did not meet the statewide goal/interim target and decreased in performance from the previous year.	
On Mathematics PSSA, the All Student Group met the interim target but decreased in performance from the previous year. Hispanic, White, and Economically Disadvantaged subgroups decreased in performance from previous year.	
On Science PSSA, the All Student Group did not meet the statewide goal/interim target and decreased in performance from the previous year.	

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

Strengths

Indicator	Comments/Notable Observations
72.8% of student population is proficient or advanced on the 22-23 ELA PSSA 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	

Indicator 75.4% of student population is proficient or advanced on the 22-23 Mathematics PSSA ESSA Student Subgroups	Comments/Notable Observations
Indicator 87.1% of student population is proficient or advanced on the 22-23 Science PSSA ESSA Student Subgroups	Comments/Notable Observations
Indicator Student achievement in science (87.1%) and math (75.4%) has exceeded the 2033 statewide goal. ESSA Student Subgroups	Comments/Notable Observations
Indicator PVAAS scored indicate Fogelsville has met the growth standard in Math (73). ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator On ELA PSSA, the All Student Group met the interim target but decreased in performance from the previous year. ESSA Student Subgroups	Comments/Notable Observations
Indicator On ELA PSSA, Hispanic (63.9% P/A), Economically Disadvantaged (54.8% P/A), Students with Disabilities (29.2% P/A), and Combined Ethnicity (60.3% P/A) subgroups did not meet the statewide goal/interim target and decreased in performance from the previous year. ESSA Student Subgroups Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator On Mathematics PSSA, the All Student Group met the interim target but decreased in performance from the previous year. Hispanic, White, and Economically Disadvantaged subgroups decreased in performance from previous year. ESSA Student Subgroups Hispanic, White, Economically Disadvantaged	Comments/Notable Observations
Indicator On Science PSSA, the All Student Group did not meet the statewide goal/interim target and decreased in performance from the previous year. 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.

72.8% of student population is proficient or advanced on the 22-23 ELA PSSA
75.4% of student population is proficient or advanced on the 22-23 Mathematics PSSA

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.

On ELA PSSA, the All Student Group met the interim target but decreased in performance from the previous year.
On ELA PSSA, Hispanic (63.9% P/A), Economically Disadvantaged (54.8% P/A), Students with Disabilities (29.2% P/A), and Combined Ethnicity (60.3% P/A) subgroups did not meet the statewide goal/interim target and decreased in performance from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA ELA	Data analysis will continue.
Acadience Data, all students K-5	Screener and Progress Monitor

English Language Arts Summary

Strengths

Intervention/Enrichment period daily for 45 minutes
Collaboration (common planning time, grade level meetings, learning walks, core team meetings)
Tiered interventions
Professional Development and implementation of Really Great Reading in grades K-2.

Challenges

Differentiated Instruction as a result of data analysis efforts.
Standards focused lessons
Continued progress on learning surrounding the Science of Reading Structure Literacy.
Foster a data-driven environment where all instructional staff are regularly reviewing and acting on data

Mathematics

Data	Comments/Notable Observations
PSSA Math	Data analysis will continue.
Classroom Diagnostic Tools: Math	Administered 2-3 times a year.
Math in Focus Growth Measure	Administered 2-3 times a year.

Mathematics Summary

Strengths

I/E time in all grades with a math focus has assisted in providing support for students
Data analysis from CDT and curriculum based assessments to guide instruction
Collaboration time with team for analysis and planning of standards based lessons

Challenges

Gaps in content knowledge.
Lacking resources to implement interventions for students in our Tier system. (Intervention program, Schedule, staff)

Differentiated Instruction as a result of data analysis efforts.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	Data analysis will continue.

Science, Technology, and Engineering Education Summary

Strengths

Science program that is aligned to NGSS
Dedicated content time within our daily schedule

Challenges

Using a NGSS program while the PA still uses PA Science Standards

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Artifacts	By 5th grade, students will have 6 artifacts in a digital capacity.

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.

Community partnership with local organizations, for career standards exposure.
ELA curriculum includes career readiness 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.

Students who enroll mid year and don't come with evidence, requires the new school to quickly obtain those pieces of evidence to meet the requirement.
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There is a not a dedicated time scheduled in the day for this to occur.

Equity Considerations

English Learners

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

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

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.

The white student subgroup increased in ELA performance from the previous year.
Economically Disadvantaged subgroup increased performance from the previous year and met the interim target in Math.
The White student subgroup met/exceeded the goal and increased in performance from the previous year in Math.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Hispanic, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity subgroups did not meet the goal and decreased in performance from the previous year in ELA.
Students with Disabilities and Combined Ethnicity subgroups did not meet the goal and decreased in performance from the previous year in Math.

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

Provide Student-Centered Support Systems

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

Identify professional learning needs through analysis of a variety of data

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?

Monitor the impact of professional learning and its impact on student achievement to help guide future opportunities.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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
72.8% of student population is proficient or advanced on the 22-23 ELA PSSA	True
75.4% of student population is proficient or advanced on the 22-23 Mathematics PSSA	True
Intervention/Enrichment period daily for 45 minutes	True
Collaboration (common planning time, grade level meetings, learning walks, core team meetings)	False
Tiered interventions	True
Professional Development and implementation of Really Great Reading in grades K-2.	True
Science program that is aligned to NGSS	False
Dedicated content time within our daily schedule	False
The white student subgroup increased in ELA performance from the previous year.	False
I/E time in all grades with a math focus has assisted in providing support for students	False
Data analysis from CDT and curriculum based assessments to guide instruction	False
Collaboration time with team for analysis and planning of standards based lessons	False
Community partnership with local organizations, for career standards exposure.	False
ELA curriculum includes career readiness standards.	False
Economically Disadvantaged subgroup increased performance from the previous year and met the interim target in Math.	False
Identify professional learning needs through analysis of a variety of data	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
The White student subgroup met/exceeded the goal and increased in performance from the previous year in Math.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
On ELA PSSA, the All Student Group met the interim target but decreased in performance from the previous year.	True
On ELA PSSA, Hispanic (63.9% P/A), Economically Disadvantaged (54.8% P/A), Students with Disabilities (29.2% P/A), and Combined Ethnicity (60.3% P/A) subgroups did not meet the statewide goal/interim target and decreased in performance from	True

the previous year.	
Differentiated Instruction as a result of data analysis efforts.	True
Standards focused lessons	True
Students who enroll mid year and don't come with evidence, requires the new school to quickly obtain those pieces of evidence to meet the requirement.	False
There is a not a dedicated time scheduled in the day for this to occur.	False
Gaps in content knowledge.	False
Lacking resources to implement interventions for students in our Tier system. (Intervention program, Schedule, staff)	False
Differentiated Instruction as a result of data analysis efforts.	False
Continued progress on learning surrounding the Science of Reading Structure Literacy.	False
Foster a data-driven environment where all instructional staff are regularly reviewing and acting on data	False
Hispanic, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity subgroups did not meet the goal and decreased in performance from the previous year in ELA.	False
Using a NGSS program while the PA still uses PA Science Standards	False
Students with Disabilities and Combined Ethnicity subgroups did not meet the goal and decreased in performance from the previous year in Math.	False
Monitor the impact of professional learning and its impact on student achievement to help guide future opportunities.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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 for Tier 1 instruction in the regular classrooms to be more specific to the needs of all students. Intervention implementation and availability regarding math and ELA

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
On ELA PSSA, the All Student Group met the interim target but decreased in performance from the previous year.	Continued PD needed on utilizing data to make instructional decisions and plan differentiated instruction	True
On ELA PSSA, Hispanic (63.9% P/A), Economically Disadvantaged (54.8% P/A), Students with Disabilities (29.2% P/A), and Combined Ethnicity (60.3% P/A) subgroups did not meet the statewide goal/interim target and decreased in performance from the previous year.		False
Differentiated Instruction as a result of data analysis efforts.	Gear core instruction to focus more on this strategy.	True
Standards focused lessons	Understand the what proficiency means for the each standard at grade level.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Intervention/Enrichment period daily for 45 minutes	Ensuring that within I/E time, groupings are focused on student need and are differentiated
Tiered interventions	Continue to identify students who could qualify to receive interventions to support learning.
Professional Development and implementation of Really Great Reading in grades K-2.	
72.8% of student population is proficient or advanced on the 22-23 ELA PSSA	Targeted interventions can be provided for the population of students who did not meet proficiency target
75.4% of student population is proficient or advanced on the 22-23 Mathematics PSSA	Math I/E time block will allow for targeted intervention
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Facilitation of data analysis to help teachers plan instruction to meet student needs. Ongoing discussion of best instructional practices to meet student needs.
	Support the use of best instructional practices in whole group and small group settings focusing on student needs.

Goal Setting

Priority: Facilitation of data analysis to help teachers plan instruction to meet student needs. Ongoing discussion of best instructional practices to meet student needs.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
All student group will improve and meet the interim target in ELA			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline- Acadience and CDT, September 2024	Acadience Progress Monitoring Data- Ongoing	Acadience and CDT MOY- January 2025	PSSA- April 2025, Acadience- May 2025, Really Great Reading End of Program Assessment- May 2025

Priority: Support the use of best instructional practices in whole group and small group settings focusing on student needs.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Teachers will increase use of differentiated instructional practices by identifying an area of focus from Domain 3 of the Danielson Framework for Instruction.			
Measurable Goal Nickname (35 Character Max)			
Differentiated Instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Really Great Reading Formative Assessments (K-2), Ongoing Acadience Progress Monitoring (K-5), Ongoing Wonders Formative and Summative Assessments (3-5)	Really Great Reading Formative Assessments (K-2), Ongoing Acadience Progress Monitoring (K-5), Ongoing Wonders Formative and Summative Assessments (3-5)	Really Great Reading Formative Assessments (K-2), Ongoing Acadience Progress Monitoring (K-5), Ongoing Wonders Formative and Summative Assessments (3-5)	Really Great Reading Formative Assessments (K-2), Ongoing Acadience Progress Monitoring (K-5), Ongoing Wonders Formative and Summative Assessments (3-5)

Action Plan

Measurable Goals

ELA Goal	Differentiated Instruction
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Action Plan For: Explicit, systematic literacy instruction

Measurable Goals:
<ul style="list-style-type: none"> All student group will improve and meet the interim target in ELA

Action Step		Anticipated Start/Completion Date	
Implementation of Really Great Reading in grades K-2		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Reading Specialist	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	
Action Step		Anticipated Start/Completion Date	
Monthly data meetings will support the continued use of differentiated instructional practices through data review and group collaboration on adjustments to groupings and student needs.		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Core Team: Principal, Reading Specialists, Data & Instructional Specialist	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)
Increase in PSSA ELA scores to meet the interim target	Walkthroughs, Monthly review of Acadience and CDT Data

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">Explicit, systematic literacy instruction	Instructional Aide Salaries	122013
Total Expenditures			122013

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Explicit, systematic literacy instruction	Implementation of Really Great Reading in grades K-2
Explicit, systematic literacy instruction	Monthly data meetings will support the continued use of differentiated instructional practices through data review and group collaboration on adjustments to groupings and student needs.

Really Great Reading

Action Step		
<ul style="list-style-type: none"> Implementation of Really Great Reading in grades K-2 		
Audience		
K-2 Classroom Teachers, Learning Support Teachers, and Title I Assistants		
Topics to be Included		
Explicit, systematic phonics instruction, structured literacy practices		
Evidence of Learning		
Student growth on the Really Great Reading Beginning of Program Assessment to End of Year Program Assessment		
Lead Person/Position	Anticipated Start	Anticipated Completion
Reading Specialist, Principal	2024-08-26	2025-06-11

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Lisa Lesko	2025-01-21
School Improvement Facilitator Signature	Date