

Kernsville Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Kernsville Elementary School		121395103
Address 1		
5051 Kernsville Road		
Address 2		
City	State	Zip Code
Orefield	PA	18069
Chief School Administrator		Chief School Administrator Email
Mark Madson		madsonm@parklandsd.net
Principal Name		
Michael Gehringer		
Principal Email		
gehringerm@parklandsd.net		
Principal Phone Number		Principal Extension
610-351-5840		27500
School Improvement Facilitator Name		School Improvement Facilitator Email
Adrienne Kashner		kashnera@parklandsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Michael Gehringer	Principal	Kernsville ES	gehringerm@parklandsd.org
Adrienne Kashner	Administrator	Parkland School District	kashnera@parklandsd.org
Mike Frew	RtII	Kernsville ES	frewm@parklandsd.org
Andrea Marzano	Reading Specialist	Kernsville ES	marzanoa@parklandsd.org
Michelle Strohl	Guidance Counselor	Kernsville ES	strohlm@parklandsd.org
Erika Povilaitis	Teacher	Kernsville ES	povilaitise@parklandsd.org
Tami Cunningham	Teacher	Kernsville ES	cunninghamt@parklandsd.org
Mariana Badelita	School Nurse	Kernsville ES	badelitam@parklandsd.org
Theresa McNeely	Parent	Kernsville ES	bombichm@parklandsd.org
Deb Newhard	Community Member	Kernsville ES	newhardd@parklandsd.org

Vision for Learning

Vision for Learning

Educating for Success, Inspiring Excellence: A successful educational experience encourages and embraces individuality, diversity, and creativity in the classroom, school, community and in life. Effective K-12 education provides a diversity of learning experiences to prepare all students for success in their future college and career pathways. The key to success is to help each child 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
89% of 4th grade student population is meeting or exceeding Science academic proficiency standards based on PA Future Readiness Standards	
81% of the tested student population is meeting or exceeding ELA academic proficiency standards based on PA Future Readiness Standards	
84% of the tested student population is meeting or exceeding Mathematics academic proficiency standards based on PA Future Readiness Standards	

Challenges

Indicator	Comments/Notable Observations
Students in tested grade levels did not meet the expected academic growth targets in ELA, Math, and Science with a 50, 57, and 56 growth score.	
More significant declines in growth are shown in ELA for subgroups include white, economically disadvantaged, and combined ethnicity.	

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

Strengths

Indicator On the PSSA Math, 5th grade students showed well above growth based on PVAAS data. With well above growth for subgroups that include economically disadvantaged, lowest 33%, and students with IEPs. ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator On the PSSA ELA, 5th grade students showed meeting growth standards based on PVAAS data. With above or well above growth	Comments/Notable Observations

for subgroups that include economically disadvantaged, lowest 33%, and students with IEPs. ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	
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Challenges

Indicator 4th grade students showed well below growth on Math PSSA based on PVAAS, with economically disadvantaged students being well below in growth. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
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Indicator 4th grade students showed well below growth on ELA PSSA based on PVAAS, with economically disadvantaged and IEP students being well below in growth. ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
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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.

On the PSSA Math, 5th grade students showed well above growth based on PVAAS data. With well above growth for subgroups that include economically disadvantaged, lowest 33%, and students with IEPs.
On the PSSA ELA, 5th grade students showed meeting growth standards based on PVAAS data. With above or well above growth for subgroups that include economically disadvantaged, lowest 33%, and students with IEPs.

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.

4th grade students showed well below growth on Math PSSA based on PVAAS, with economically disadvantaged students being well below in growth.
4th grade students showed well below growth on ELA PSSA based on PVAAS, with economically disadvantaged and IEP students being well below in growth.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Classroom Diagnostic Tools: ELA	Beginning and Middle of Year Assessments 2024-2025
PSSA ELA Data, PVAAS Projections	2024-2025
Acadience Data	2024-2025, historical student trends

English Language Arts Summary

Strengths

Collaboration for quality instruction (common planning time, grade level meetings, learning walks, Core Team meetings)
Professional Development Acadience training for K-3, TDA training 4-5
Daily Intervention/Enrichment period for both Math and ELA
Tiered interventions with a variety of programs to tailor to student needs

Challenges

Additional professional development needed for writing and text dependent analysis
Continued need for development of differentiated instruction
Large learning support caseloads
Social and Emotional Learning

Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic Tools: Math	Beginning and Middle of Year Assessments:2024-2025
PSSA Math Data, PVAAS Projections	2024-2025
Chapter Test Analysis	2024-2025

Mathematics Summary

Strengths

Collaboration time with teams for analysis and planning of standards based lessons
Data analysis from CDT, PVAAS, and curriculum based assessments to guide instruction
I/E time with a math focus occurring daily to provide differentiated support for students

Challenges

Lacking a research based math intervention for students in the RtII system
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The continued implementations of a new math program.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Data	2023-2024

Science, Technology, and Engineering Education Summary

Strengths

New hands-on science program that is aligned to NGSS
Dedicated content time within our daily schedule
New math program.

Challenges

Using a NGSS program while the PA still uses PA Science Standards
Content time often limited or eliminated during schedule changes
Growth is a concern

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Folders	Yearly activities for student exploration with six artifacts by 5th grade.

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.

ELA curriculum includes career readiness standards.

School Counselor and Media Specialist collaborate to provide students with exposure to career opportunities throughout the year.
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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, requiring the new school to quickly obtain those pieces of evidence to meet the requirement.

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

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

Data	Comments/Notable Observations
Achievement measure in PSSA ELA met goal and increased in performance from the previous year.	
Achievement measure in PSSA Math met goal, but had a decrease in performance from the previous year.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Achievement measure in PSSA ELA met statewide goal, and increased in performance from the previous year.	
Achievement measure in PSSA Math met statewide goal, and increased in performance from the previous year.	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Did not meet growth target, but showed an increase in performance from the previous year in PSSA Math. Met growth target in PSSA ELA, but

	showed a decrease in performance from the previous year. Did not meet growth target in PSSA Science with a decrease in performance from the previous year.
Asian	Exceeded the proficiency target in ELA with an increase in performance from the previous year and exceeded the proficiency target in Math with a decrease in performance from the previous year.
Hispanic	

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.

Students with disabilities: The achievement measure for the ELA PSSA met the goal and increased in performance from the previous year.
Hispanic Students: Exceeded the proficiency target in ELA with an increase in performance from the previous year and met the proficiency target in Math with an increase in performance from the previous year.
Asian Students: Exceeded the proficiency target in ELA with an increase in performance from the previous year and exceeded the proficiency target in Math with a decrease in performance from the previous year.

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.

Growth for economically disadvantaged students in 4th grade in both ELA and Math is down.
Students with IEPs in 4th grade show decline in growth.

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	Exemplary
Identify and address individual student learning needs	Exemplary
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	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
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	Exemplary
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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Monitor and evaluate the impact of professional learning on staff practices and student 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 multiple professional learning designs to support the learning needs of staff
Identify and address individual student learning needs

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
On the PSSA Math, 5th grade students showed well above growth based on PVAAS data. With well above growth for subgroups that include economically disadvantaged, lowest 33%, and students with IEPs.	False
On the PSSA ELA, 5th grade students showed meeting growth standards based on PVAAS data. With above or well above growth for subgroups that include economically disadvantaged, lowest 33%, and students with IEPs.	False
Collaboration for quality instruction (common planning time, grade level meetings, learning walks, Core Team meetings)	True
Professional Development Acadiance training for K-3, TDA training 4-5	True
New math program.	False
Daily Intervention/Enrichment period for both Math and ELA	True
Tiered interventions with a variety of programs to tailor to student needs	False
Collaboration time with teams for analysis and planning of standards based lessons	False
New hands-on science program that is aligned to NGSS	False
Dedicated content time within our daily schedule	False
ELA curriculum includes career readiness standards.	False
School Counselor and Media Specialist collaborate to provide students with exposure to career opportunities throughout the year.	False
I/E time with a math focus occurring daily to provide differentiated support for students	False
Students with disabilities: The achievement measure for the ELA PSSA met the goal and increased in performance from the previous year.	False
Hispanic Students: Exceeded the proficiency target in ELA with an increase in performance from the previous year and met the proficiency target in Math with an increase in performance from the previous year.	False
Asian Students: Exceeded the proficiency target in ELA with an increase in performance from the previous year and exceeded the proficiency target in Math with a decrease in performance from the previous year.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Data analysis from CDT, PVAAS, and curriculum based assessments to guide instruction	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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
4th grade students showed well below growth on Math PSSA based on PVAAS, with economically disadvantaged students being well below in growth.	False
4th grade students showed well below growth on ELA PSSA based on PVAAS, with economically disadvantaged and IEP students being well below in growth.	False
Additional professional development needed for writing and text dependent analysis	True
Continued need for development of differentiated instruction	True
Large learning support caseloads	False
Lacking a research based math intervention for students in the RtII system	False
The continued implementations of a new math program.	False
Using a NGSS program while the PA still uses PA Science Standards	False
Content time often limited or eliminated during schedule changes	False
Students who enroll mid year and don't come with evidence, requiring 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
Social and Emotional Learning	False
Growth is a concern	False
Growth for economically disadvantaged students is 4th grade in both ELA and Math is down.	False
Students with IEPs in 4th grade show decline in growth.	False
Use multiple professional learning designs to support the learning needs of staff	False
Identify and address individual student learning needs	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.

Challenges list above correlate with the data indicating Science and ELA (particularly in the area of writing/TDA) are areas of continued development for our school. I want to add a science challenge but don't see a spot to edit a response.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Additional professional development needed for writing and text dependent analysis	A primary focus in grades in 3, 4, 5. Which aligns to growth needs.	True
Continued need for development of differentiated instruction	Student growth is an issue across the board especially with such high prof/adv numbers. Differentiation is needed to meet all needs, especially in science where growth was never really an area of need for KV.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Collaboration for quality instruction (common planning time, grade level meetings, learning walks, Core Team meetings)	Strong team mentality to support students
Professional Development Acadiance training for K-3, TDA training 4-5	Trainings are available
Daily Intervention/Enrichment period for both Math and ELA	Time is allotted for support

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	TDA data shows a need for TDA training for our staff in grades 3,4,5.
	Differentiation must occur to boost student growth.

Goal Setting

Priority: TDA data shows a need for TDA training for our staff in grades 3,4,5.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
4th grade students will maintain and increase CDT scores in ELA in preparation for 2025 PSSAs			
Measurable Goal Nickname (35 Character Max)			
ELA CDT			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer CDT and evaluate data	Use data to drive instruction, while incorporating analysis into written responses	Administer CDT and evaluate data, utilize prompts to practice and assess needs	Target skills for reteaching

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
4th grade students will maintain and increase CDT scores in ELA in preparation for 2025 PSSAs			
Measurable Goal Nickname (35 Character Max)			
ELA CDT			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer CDT and evaluate data	Use data to drive instruction, while incorporating analysis into written responses	Administer CDT and evaluate data, utilize prompts to practice and assess needs	Target skills for reteaching

Priority: Differentiation must occur to boost student growth.

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
Improve 5th grade science growth, (formerly 4th grade science growth), using more rigorous scenario based instruction and assessment.			
Measurable Goal Nickname (35 Character Max)			
Science Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Implement new assessments online	Evaluate quarterly student data and adjust instruction	Evaluate quarterly student data and adjust instruction	Target skills for reteaching

Outcome Category

STEM			
Measurable Goal Statement (Smart Goal)			
Improve 5th grade science growth, (formerly 4th grade science growth), using more rigorous scenario based instruction and assessment.			
Measurable Goal Nickname (35 Character Max)			
Science Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Implement new assessments online	Evaluate quarterly student data and adjust instruction	Evaluate quarterly student data and adjust instruction	Target skills for reteaching

Action Plan

Measurable Goals

ELA CDT	Science Growth
ELA CDT	Science Growth

Action Plan For: ELA CDT growth

Measurable Goals:
<ul style="list-style-type: none"> 4th grade students will maintain and increase CDT scores in ELA in preparation for 2025 PSSAs

Action Step		Anticipated Start/Completion Date	
		Provide additional push-in/pull out support in ELA.	2024-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist and Data Instructional Specialist, Title Staff	Federal funding will be utilized to provide additional push-in/pull out support through Title aide services for small group reteaching of both ELA/Math. Additional Math/ELA resources/intervention components will be purchased with title funds as needed to support student growth. Salaries for Title I staff is where the funding will be utilized. 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 unused title hour funds as needed to support student growth.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will become proficient and show growth in ELA with specific gains in TDA.	The core team will hold grade level meetings monthly to review and visit the quarterly targets and data with 4th and 5th grade teams.

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">• ELA CDT growth	Title I Aide Salaries	103594
Total Expenditures			103594

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA CDT growth	Provide additional push-in/pull out support in ELA.

Curriculum learning and growth

Action Step		
<ul style="list-style-type: none"> Provide additional push-in/pull out support in ELA. 		
Audience		
All students		
Topics to be Included		
General instruction in all areas identified		
Evidence of Learning		
Various classroom assessments and standardized testing		
Lead Person/Position	Anticipated Start	Anticipated Completion
Michael F. Gehringer/ Principal	2024-08-26	2025-06-11

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	On-going
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
Michael F. Gehringer	2025-01-17
School Improvement Facilitator Signature	Date