

Leola El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Leola El Sch		113361703
Address 1		
11 School Dr		
Address 2		
City	State	Zip Code
Leola	PA	17540
Chief School Administrator		Chief School Administrator Email
Dr Daniel Hartman		daniel_hartman@conestogavalley.org
Principal Name		
Taylor Alouisa		
Principal Email		
taylor_alouisa@conestogavalley.org		
Principal Phone Number		Principal Extension
(717)656-2068		5003
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Taylor Alouisa	Principal	Leola Elementary	taylor_alouisa@conestogavalley.org
Ashley Gilgore	school counselor	Leola Elementary	Ashley_Gilgore@conestogavalley.org
Marlene Weaver	classroom teacher	Leola Elementary	Marlene_Weaver@conestogavalley.org
Joshua_Bailey	classroom teacher	Leola Elementary	Joshua_Bailey@conestogavalley.org
David Paul	classroom teacher	Leola Elementary	David_Paul@conestogavalley.org
Jill Schnader	classroom teacher	Leola Elementary	Jill_Schnader@conestogavalley.org
Kathryn Schneider	classroom teacher	Leola Elementary	Kathryn_Schneider@conestogavalley.org
Michael Resh	Principal	Leola Elementary	Micheal_Resh@conestogavalley.org
Jill Koser	District Level Leaders	Asst to the Supt - Elementary	jill_koser@conestogavalley.org
Katie Reiff	Community Member	Community Liasion/Social Worker	katharine_reiff@conestogavalley.org
Daniel W. Hartman	District Level Leaders	Superintendent	daniel_hartman@conestogyvalley.org
Doris Leaman	Teacher	Leola Elementary	Doris_Leaman@conestogavalley.org

Vision for Learning

Vision for Learning

We believe in establishing a strong foundation in social emotional learning and behavior so that learners can be authentically engaged in meaningful and rigorous tasks aligned to the PA standards.

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
PSSA Math 2024: 1% increase in proficiency	Math is trending upward as a district
PVAAS ELA 2023: Academic Growth Score = 100	Above the statewide average in ELA growth
PVAAS Science 2023: Academic Growth Score = 80	Above the statewide average in Science growth
PSSA Science 2023	PSSA Science 2023: Above the statewide average for students scoring Advanced on Science PSSA
PVAAS Math 2023: Academic Growth Score = 71	Met the growth standard
Attendance 21-22 (Future Ready PA Index) = 85.3% - Met the performance standard	Lagging indicator
Career Standards Benchmark 22-23 (Future Ready PA Index) = 100% of students met the standard	

Challenges

Indicator	Comments/Notable Observations
PSSA 2024 - ELA: Scores declined by 5% in 2024 (42% vs 47%)	Overall, the district is trending up in ELA this past year.
PSSA 2024 - Math: Minimal growth (1%) vs more significant growth observed across the elementary schools	Root cause for smaller increase in math achievement compared to other elementary schools
2024 PSSA Data	

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

Strengths

Indicator PSSA 2024 ESSA Student Subgroups Hispanic, Economically Disadvantaged	Comments/Notable Observations Math scores increased by 2.4%.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator PSSA 2024 ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations ELA scores declined for this subgroup by 5.7%. Math scores remained the same as previous year.
Indicator PSSA 2024 ESSA Student Subgroups English Learners	Comments/Notable Observations ELA scores significantly declined in 2024 for the ESL subgroup (-9%). Math scores remained relatively the same.
Indicator PSSA 2024 ESSA Student Subgroups Hispanic	Comments/Notable Observations ELA scores declined by 6.4% in 2024. Math scores increased by 2.5% for the Hispanic subgroup.

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.

PVAAS ELA 2023: Academic Growth Score = 100
PSSA Science 2023: Above the statewide average for students scoring Advanced on Science PSSA
PSSA Math 2024: Increase in proficiency

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.

PSSA ELA 2024 proficiency rates declined for the district's 3 focus subgroups: ESL, Hispanic, and Economically Disadvantaged
PSSA 2024 - ELA: Scores declined by 5% in 2024 (42% vs 47%)
PSSA ELA 2024 ESL Subgroup: 9% decrease in proficiency

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2024 DIBELS: 41% of students reached proficiency Composite	Emphasis on small group instruction
2024 DIBELS: 1. ORF WCPM (fluency) did not grow consistently as accuracy did. 2. We did not get close to 80% proficiency in any grade level on composite.	Focus on application of phonics skills to word and sentence levels
2024 DIBELS: ORF accuracy increased overall. NWF increased for most classes.	Foundations and emphasis on phonics is having an impact

English Language Arts Summary

Strengths

DIBELS data indicates consistency with PSSA scores
Increases at younger grades with phonics skills

Challenges

34% proficient on EOY IXL - Across the board, this data indicates a concern with proficiency levels.
2024 DIBELS - Did not achieve Composite score goals across the grade levels
2024 Acadience Math - BQD - Significantly dropped from mid-year to end of year. Concepts and Applications decreased in primary grades.

Mathematics

Data	Comments/Notable Observations
Acadience Math 2024 - in the primary grades, on level student percentages range from 60% and higher	Interventions at K-2 are having an impact on student proficiency
Acadience Math 2024 - Concepts and Applications increased in 3rd and 4th grade.	Math 1.5 Classroom Interventions are having an impact
Acadience Math 2024 -Computation increased in most grade levels throughout the year.	Continue emphasizing implementation of Origo Stepping Stones

Mathematics Summary

Strengths

80% of K students were on level based on EOY Acadience Math data
--

K-2 EOY Acadience - students at 60% on level or above

Challenges

Acadience EOY 2024: % On level begins to decline in 3rd grade

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
No Local Data Collected	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	2023 Future Ready Index: 100% of students met the expected benchmark. Above the state target.
Career Standards Benchmark	2023 Future Ready Index: All subgroups met the standard.

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.

Career Benchmark 100% of student met performance standard

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.

Attendance: Continue to monitor student engagement in school each day.

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.

N/A

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.

ESL Proficiency - ELA 2024 - 1/14 students score proficient on the 2024 PSSA

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	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?

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

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?

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

12: Implement an evidence-based system of schoolwide positive behavior interventions and supports

13: Implement a multi-tiered system of supports 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
PVAAS ELA 2023: Academic Growth Score = 100	True
PSSA Science 2023: Above the statewide average for students scoring Advanced on Science PSSA	True
PSSA Math 2024: Increase in proficiency	True
DIBELS data indicates consistency with PSSA scores	False
N/A	False
N/A	False
Use multiple professional learning designs to support the learning needs of staff	False
Career Benchmark 100% of student met performance standard	False
	False
Implement evidence-based strategies to engage families to support learning	False
80% of K students were on level based on EOY Acadience Math data	False
Increases at younger grades with phonics skills	False
K-2 EOY Acadience - students at 60% on level or above	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
PSSA ELA 2024 proficiency rates declined for the district's 3 focus subgroups: ESL, Hispanic, and Economically Disadvantaged	True
PSSA 2024 - ELA: Scores declined by 5% in 2024 (42% vs 47%)	True
PSSA ELA 2024 ESL Subgroup: 9% decrease in proficiency	False
34% proficient on EOY IXL - Across the board, this data indicates a concern with proficiency levels.	False
Attendance: Continue to monitor student engagement in school each day.	True

12: Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
3. Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
ESL Proficiency - ELA 2024 - 1/14 students score proficient on the 2024 PSSA	False
N/A	False
13: Implement a multi-tiered system of supports for academics and behavior	False
2024 DIBELS - Did not achieve Composite score goals across the grade levels	False
2024 Acadience Math - BQD - Significantly dropped from mid-year to end of year. Concepts and Applications decreased in primary grades.	False
Acadience EOY 2024: % On level begins to decline in 3rd grade	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.

Subroup analysis is critical for Leola staff.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance: Continue to monitor student engagement in school each day.		True
PSSA ELA 2024 proficiency rates declined for the district's 3 focus subgroups: ESL, Hispanic, and Economically Disadvantaged	A focus on ELA is critical for this school year	True
PSSA 2024 - ELA: Scores declined by 5% in 2024 (42% vs 47%)		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
PVAAS ELA 2023: Academic Growth Score = 100	
PSSA Science 2023: Above the statewide average for students scoring Advanced on Science PSSA	
PSSA Math 2024: Increase in proficiency	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IF we implement Tier 1 PBIS practices with fidelity, THEN students will be positively engaged with school and demonstrate academic success.
	IF provided UBD curriculum models and resources, THEN students will meet or exceed proficiency requirements in math.
	IF we provide resources and professional development in both the behavior and academic MTSS model, THEN students' individual needs will be met which will increase their mastery of concepts and competency in the PA standards.

Goal Setting

Priority: IF provided UBD curriculum models and resources, THEN students will meet or exceed proficiency requirements in math.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Goal Statement: By June 30, 2025, 42% of Leola students will demonstrate proficiency on the UBD common assessments.			
Measurable Goal Nickname (35 Character Max)			
ELA Proficiency - Modern Learning			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 2024, 30% of Leola students will demonstrate proficiency on the ELA Performance Tasks.	By January 2025, 35% of Leola students will demonstrate proficiency on the ELA Performance Tasks.	By April 2025, 40% of Leola students will demonstrate proficiency on the ELA Performance Tasks.	Goal Statement: By June 30, 2025, 42% of Leola students will demonstrate proficiency on the UBD common assessments.

Priority: IF we provide resources and professional development in both the behavior and academic MTSS model, THEN students' individual needs will be met which will increase their mastery of concepts and competency in the PA standards.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
CV Elementary Schools will develop and implement an MTSS Dashboard which is inclusive of our literacy, math, SEL, and behavioral core frameworks and curriculum guides. Decision trees will also be developed and utilized to support intentional and personalized interventions based on identified needs and progress of students.			
Measurable Goal Nickname (35 Character Max)			
MTSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
1st Quarter Target: 25% of Dashboard components will be developed in coordination with CVSD MTSS Team.	50% of Elementary Dashboard components will be developed in coordination with CVSD MTSS Team.	75% of Elementary Dashboard components will be developed in coordination with CVSD MTSS Team.	CV Elementary Schools will develop and implement an MTSS Dashboard which is inclusive of our literacy, math, SEL, and behavioral core frameworks and curriculum guides. Decision trees will also be developed and utilized to support intentional and personalized interventions based on identified needs and progress of students.

Priority: IF we implement Tier 1 PBIS practices with fidelity, THEN students will be positively engaged with school and demonstrate academic success.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, the school will meet the year-two tiered fidelity requirements.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
October: Internal PBIS fidelity checks will demonstrate progress on 50% of indicators.	January: Internal PBIS fidelity checks will demonstrate progress on 70% of indicators.	March: Internal PBIS fidelity checks will demonstrate progress on 90% of indicators.	By June 30, 2025, the school will meet the year-two tiered fidelity requirements.

Action Plan

Measurable Goals

ELA Proficiency - Modern Learning	MTSS
PBIS	

Action Plan For: Math & ELA Best Practices

Measurable Goals:
<ul style="list-style-type: none"> Goal Statement: By June 30, 2025, 42% of Leola students will demonstrate proficiency on the UBD common assessments.

Action Step		Anticipated Start/Completion Date	
Conduct monthly Math and Literacy Data Meetings with each grade level focusing on implementation of the Modern Learning curriculum and associated instructional strategies.		2024-10-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Reading Specialist Math Specialist	District Data Meeting Template	Yes	
Action Step		Anticipated Start/Completion Date	
Individual teacher upload of data set in both subject areas.		2024-10-31	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist Math Specialist	designated Stage 2 assessments from Modern Learning units	No	
Action Step		Anticipated Start/Completion Date	
Principal, Assistant Principal, Reading Specialist, Math Specialist conduct classroom walkthroughs using Modern Learning Look-Fors.		2024-10-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	District Walkthrough Tool	No	
Action Step		Anticipated Start/Completion Date	
Tap model teachers to provide ongoing support in curriculum trouble spots as identified by walkthroughs.		2024-10-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Teacher leader presentation format	No	

Action Step		Anticipated Start/Completion Date	
Celebrate teaching and learning successes through monthly highlights at Faculty Meetings. Encourage teacher leaders to share best practices across teams.		2024-10-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Teacher Leader google slides template	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. District Walkthrough Tool - feedback in PA ETEP 2. Google Slides Templates - record of highlights for instructional strategies	Schoolwide Plan team will meet 4x/year to monitor progress toward action steps

Action Plan For: PBIS Implementation

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Implement a positive reward system using district PBIS systems.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal - Mike Resh	PBIS Rewards app	No	
Action Step		Anticipated Start/Completion Date	
Monthly school level PBIS team meetings to ensure implementation of school framework and systems.		2024-08-20	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal - Mike Resh	PBIS agenda and District Leadership Team resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. PBIS Rewards app data 2. Monthly meeting agendas/record of	Schoolwide Plan team will meet 4x/year to review progress toward

best practices	action steps
----------------	--------------

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> CV Elementary Schools will develop and implement an MTSS Dashboard which is inclusive of our literacy, math, SEL, and behavioral core frameworks and curriculum guides. Decision trees will also be developed and utilized to support intentional and personalized interventions based on identified needs and progress of students.

Action Step		Anticipated Start/Completion Date	
Work with district Elementary MTSS team to create Tier 1 Instructional Playbook		2024-09-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Academic Supports	MTSS Dashboard	No	
Action Step		Anticipated Start/Completion Date	
Conduct school level data meetings 3x per year - Tier 1.5 Classwide Interventions		2024-10-22	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist Math Specialist	Reading Support Teachers Data from identified sources	Yes	
Action Step		Anticipated Start/Completion Date	
Define Tier 2 & 3 Intervention protocol and decision-making process (in alignment with districtwide MTSS guidelines)		2025-01-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Academic Supports Reading Specialist Math Specialist	MTSS Dashboard	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. MTSS Dashboard 2. Flow charts of decision-making process	District Comprehensive Plan Team - meet monthly to monitor progress toward action steps

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">• Math & ELA Best Practices• MTSS	Salaries & Benefits: Reading Specialist, Math Specialist, Reading Support Teachers, School Psychologist	362220
Total Expenditures			362220

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math & ELA Best Practices	Conduct monthly Math and Literacy Data Meetings with each grade level focusing on implementation of the Modern Learning curriculum and associated instructional strategies.
MTSS	Conduct school level data meetings 3x per year - Tier 1.5 Classwide Interventions

Tier 1.5 Data Meetings

Action Step		
<ul style="list-style-type: none"> Conduct monthly Math and Literacy Data Meetings with each grade level focusing on implementation of the Modern Learning curriculum and associated instructional strategies. Conduct school level data meetings 3x per year - Tier 1.5 Classwide Interventions 		
Audience		
Classroom Teachers		
Topics to be Included		
Data analysis of Tier 1 data 3x/year to design 1.5 classwide interventions		
Evidence of Learning		
Increases in student data based on focus areas		
Lead Person/Position	Anticipated Start	Anticipated Completion
Reading Specialist, Math Specialist	2024-10-22	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	3x/year - October, February, May
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
Daniel W. Hartman	2024-11-13
Building Principal Signature	Date
Taylor Marie Alouisa	2024-11-12
School Improvement Facilitator Signature	Date