

**Lengel MS**

CSI School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
D.H.H. Lengel Middle School		129546103
<b>Address 1</b>		
1541 W Laurel Blvd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Pottsville	Pennsylvania	17901
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Sarah Yoder		seyoder@pottsville.k12.pa.us
<b>Principal Name</b>		
Dr. Caitlin Mohl		
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cmohl@pottsville.k12.pa.us		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570-621-2924		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Dr. Barbara Wilkinson		wilkb@iu29.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Sarah Yoder	Chief School Administrator	Administrator	seyoder@pottsville.k12.pa.us
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Mr. Tom Smith	Community Member	Community	tom.b.smith@hotmail.com

## **Vision for Learning**

### **Vision for Learning**

Lengel ensures students of all ability levels have access to appropriate grade level instruction daily using a rigorous curriculum aligned to the PA Core Standards. Lengel prepares students to be socially responsible and academically successful as they encounter challenges in school and everyday life.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>True 5</b>	<b>True 6</b>
<b>True 7</b>	<b>True 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Future Ready PA Index data 23-24: All student group met the performance standard for Career Standards benchmark.	With the implementation of a Career Readiness course for grades 6-8, students were able to complete the necessary requirements. DHHL added a school counselor for the 21-22 school year.
Future Ready PA Index data 23-24: All Student Group Exceeds the Standard Demonstrating Growth in ELA.	Every subgroup met or exceeded the statewide goal and increased performance from 22-23. All student group: 22-23: 50.0 23-24: 100.0 Hispanic: 22-23: 70.0 23-24: 85.0 White: 22-23: 50.0 23-24: 100.0 Economically disadvantaged: 22-23: 50.0 23-24: 96.0 Students with disabilities: 22-23: 54.0 23-24: 79.0 Combined Ethnicity: 22-23: 59.0 23-24: 82.0
Future Ready PA Index data 23-24: All Student Group Exceeds the Standard Demonstrating Growth in Mathematics.	Every subgroup met or exceeded the statewide goal and increased performance from 22-23. All student group: 22-23: 51.8 23-24: 82.0 Hispanic: 22-23: 64.0 23-24: 78.0 White: 22-23: 51.8 23-24: 82.4 Economically disadvantaged: 22-23: 50.0 23-24: 74.0 Students with disabilities: 22-23: 58.0 23-24: 80.0 Combined Ethnicity: 22-23: 70.0 23-24: 76.0
Future Ready PA Index data 23-24: All Student Group Exceeds the Standard Demonstrating Growth in Science/Biology.	Every subgroup met or exceeded the statewide goal. All but one subgroup (Economically Disadvantaged) increased performance from 22-23. All student group: 22-23: 71.0 23-24: 87.0 White: 22-23: 67.0 23-24: 78.0 Economically disadvantaged: 22-23: 78.0 23-24: 77.0 Students with disabilities: 22-23: 74.0 23-24: 80.0 Combined Ethnicity: 22-23: 78.0 23-24: 87.0

### Challenges

Indicator	Comments/Notable Observations
Future Ready PA Index data 23-24: All student group performed below the statewide average for the interim goal/improvement in	Mathematics: Lengel: 32.0% advanced/proficient Statewide average: 40.2%

Mathematics.	
Future Ready PA Index data 23-24: All student group performed below the statewide average for the interim goal/improvement in ELA.	ELA: Lengel: 50.2% advanced/proficient Statewide average: 53.9%
Future Ready PA Index data 23-24: All student group performed below the statewide average for the interim goal/improvement in Science.	Science: Lengel: 57.8% advanced/proficient Statewide average: 59.2%
Future Ready PA Index data 23-24: Regular School Attendance for 23-24 did not meet the performance standard.	Lengel: 80.1% students with regular attendance Statewide average: 78.1% Black, Hispanic, Two or More Races, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity Student Subgroups did not meet the statewide goal/interim target. The White Student Subgroup met the statewide goal/interim target.
Future Ready PA Index data 23-24: All student subgroups did not meet the achievement expectations for Mathematics.	All student group: 22-23: 30.3% 23-24: 32.0% Black: 22-23: 23.5% 23-24: 24.4% Hispanic: 22-23: 22.7% 23-24: 19.3% White: 22-23: 32.2% 23-24: 35.1% Two or More Races: 22-23: 17.2% 23-24: 30.3% Economically disadvantaged: 22-23: 23.5% 23-24: 26.2% Students with disabilities: 22-23: 10.8% 23-24: 9.3% Combined Ethnicity: 22-23: 22.3% 23-24: 22.6%
Future Ready PA Index data 23-24: All student subgroups did not meet the achievement expectations for ELA.	All student group: 22-23: 47.7% 23-24: 50.2% Black: 22-23: 40.0% 23-24: 39.0% Hispanic: 22-23: 32.0% 23-24: 34.1% White: 22-23: 51.1% 23-24: 54.7% Two or More Races: 22-23: 37.9% 23-24: 39.4% Economically disadvantaged: 22-23: 39.3% 23-24: 43.1% Students with disabilities: 22-23: 17.3% 23-24: 20.5% Combined Ethnicity: 22-23: 35.2% 23-24: 36.6%

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

### Strengths

<p><b>Indicator</b> Future Ready PA Index data 23-24: In 23-24, every subgroup met or exceeded the statewide goal in demonstrating growth and increased performance from 22-23 in ELA.</p> <p><b>ESSA Student Subgroups</b> Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> All student group: 22-23: 50.0 23-24: 100.0 Hispanic: 22-23: 70.0 23-24: 85.0 White: 22-23: 50.0 23-24: 100.0 Economically disadvantaged: 22-23: 50.0 23-24: 96.0 Students with disabilities: 22-23: 54.0 23-24: 79.0 Combined Ethnicity: 22-23: 59.0 23-24: 82.0</p>
<p><b>Indicator</b> Future Ready PA Index data 23-24: In 23-24, every subgroup met or exceeded the statewide goal and increased performance from 22-</p>	<p><b>Comments/Notable Observations</b> All student group: 22-23: 51.8 23-24: 82.0 Hispanic: 22-23: 64.0 23-24: 78.0 White: 22-23: 51.8 23-24: 82.4 Economically</p>

<p>23 in Mathematics.  <b>ESSA Student Subgroups</b>          Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>disadvantaged: 22-23: 50.0 23-24: 74.0 Students with disabilities: 22-23: 58.0 23-24: 80.0 Combined Ethnicity: 22-23: 70.0 23-24: 76.0</p>
<p><b>Indicator</b>          Future Ready PA Index data 23-24: In 23-24, every subgroup met or exceeded the statewide goal in Science. All but one subgroup (Economically Disadvantaged) increased performance from 22-23 in Science.  <b>ESSA Student Subgroups</b>          Combined Ethnicity, Hispanic, White, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>          All student group: 22-23: 71.0 23-24: 87.0 White: 22-23: 67.0 23-24: 78.0 Economically disadvantaged: 22-23: 78.0 23-24: 77.0 Students with disabilities: 22-23: 74.0 23-24: 80.0 Combined Ethnicity: 22-23: 78.0 23-24: 87.0</p>
<p><b>Indicator</b>  <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b>          Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in ELA. However, the following subgroups increased performance from the previous year: All Student Group, Hispanic, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity.  <b>ESSA Student Subgroups</b>          Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>          All student group: 22-23: 47.7% 23-24: 50.2% Hispanic: 22-23: 32.0% 23-24: 34.1% White: 22-23: 51.1% 23-24: 54.7% Two or More Races: 22-23: 37.9% 23-24: 39.4% Economically disadvantaged: 22-23: 39.3% 23-24: 43.1% Students with disabilities: 22-23: 17.3% 23-24: 20.5% Combined Ethnicity: 22-23: 35.2% 23-24: 36.6%</p>
<p><b>Indicator</b>          Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in Mathematics. However, the following subgroups increased performance from the previous year: All Student Group, Black, White, Two or More Races, Economically Disadvantaged, and Combined Ethnicity.  <b>ESSA Student Subgroups</b>          African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b>          All student group: 22-23: 30.3% 23-24: 32.0% Black: 22-23: 23.5% 23-24: 24.4% White: 22-23: 32.2% 23-24: 35.1% Two or More Races: 22-23: 17.2% 23-24: 30.3% Economically disadvantaged: 22-23: 23.5% 23-24: 26.2% Combined Ethnicity: 22-23: 22.3% 23-24: 22.6%</p>

**Challenges**

<p><b>Indicator</b></p>	<p><b>Comments/Notable Observations</b></p>
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<p>Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in Mathematics. The following subgroups also decreased in performance from the previous year: Hispanic and Students with Disabilities.</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Lengel: 32.0% Proficient or Advanced Statewide Average: 40.2% Hispanic: 22-23: 22.7% 23-24: 19.3% Students with disabilities: 22-23: 10.8% 23-24: 9.3% All student group: 22-23: 30.3% 23-24: 32.0% Black: 22-23: 23.5% 23-24: 24.4% White: 22-23: 32.2% 23-24: 35.1% Two or More Races: 22-23: 17.2% 23-24: 30.3% Economically disadvantaged: 22-23: 23.5% 23-24: 26.2% Combined Ethnicity: 22-23: 22.3% 23-24: 22.6%</p>
<p><b>Indicator</b> Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in ELA. The following subgroup also decreased in performance from the previous year: Black.</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Lengel: 50.2% Proficient or Advanced Statewide Average: 53.9% Black: 22-23: 40.0% 23-24: 39.0% All student group: 22-23: 47.7% 23-24: 50.2% Hispanic: 22-23: 32.0% 23-24: 34.1% White: 22-23: 51.1% 23-24: 54.7% Two or More Races: 22-23: 37.9% 23-24: 39.4% Economically disadvantaged: 22-23: 39.3% 23-24: 43.1% Students with disabilities: 22-23: 17.3% 23-24: 20.5% Combined Ethnicity: 22-23: 35.2% 23-24: 36.6%</p>
<p><b>Indicator</b> Future Ready PA Index data 23-24: Regular School Attendance for 23-24 did not meet the performance standard. All student Group, Hispanic, Black, Two or More Races, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity did not meet the performance standard. The following subgroup decreased performance from the previous year: Black.</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Black: 22-23: 66.7% 23-24: 62.3% All student group: 22-23: 69.3% 23-24: 80.1% Hispanic: 22-23: 54.7% 23-24: 71.4% Two or More Races: 22-23: 68.2% 23-24: 69.7% Economically disadvantaged: 22-23: 61.1% 23-24: 73.7% Students with disabilities: 22-23: 63.9% 23-24: 73.8% Combined Ethnicity: 22-23: 61.5% 23-24: 69.0%</p>

**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.

Future Ready PA Index data 23-24: All Student Group Exceeds the Standard Demonstrating Growth in ELA. Every subgroup met or exceeded the statewide goal and increased performance from 22-23.

Future Ready PA Index data 23-24: All Student Group Exceeds the Standard Demonstrating Growth in Mathematics. Every subgroup met or exceeded the statewide goal and increased performance from 22-23.

### 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.

Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in ELA. The following subgroup also decreased in performance from the previous year: Black.

Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in Mathematics. The following subgroups also decreased in performance from the previous year: Hispanic and Students with Disabilities.

Future Ready PA Index data 23-24: Regular School Attendance for 23-24 did not meet the performance standard. All student Group, Hispanic, Black, Two or More Races, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity did not meet the performance standard. The following subgroup decreased performance from the previous year: Black.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
iXL Benchmarks: Grades 5-8	- iXL benchmark data will be utilized to form intervention groups to target students' needs in the classrooms. - iXL benchmark data will be reviewed by classrooms teachers to help guide instruction.
DIBELS: Grade 5	- Title I benchmark data will continue to be utilized to form intervention groups to target students' needs. - PVAAS projection data will be utilized to form intervention groups to target students' needs.
PSSA: Grades 5-8	- Cohort data, student-specific data, and PVAAS projections will be analyzed to identify opportunities for growth.

### English Language Arts Summary

#### Strengths

The ELA series offers numerous instructional tools that can assist teachers in providing targeted instruction to students.
The iXL program was implemented across grade levels and utilized for benchmarking purposes. The iXL program correlates with our ELA series in grade 5 and curriculum in grades 6-8.

#### Challenges

Instruction and development of literacy, within and outside of the classroom, need to be a priority. The gap in reading levels and the presence of many students reading well below grade level may be attributed to this.
Students do not have sufficient opportunities to read. When reading opportunities are provided, student participation in these opportunities remains low. Promoting a school culture that emphasizes reading is imperative.
All educators need to be trained on how to effectively analyze student data and identify areas where students need additional support. The goal is for them to use the insights gleaned from the data to align instruction with students' specific needs.
While our students have consistently identified growth, a shift to focusing on student achievement is imperative.

### Mathematics

Data	Comments/Notable Observations
iXL Benchmarks: Grades 5-8	- iXL benchmark data will continue being utilized to form intervention groups to target students' needs in the classrooms. - iXL benchmark data will continue being reviewed by classrooms teachers to help guide instruction.
PSSA: Grades 5-8	- Cohort data, student-specific data, and PVAAS projections will be analyzed to identify opportunities for growth.

## Mathematics Summary

### Strengths

A new math series will be purchased for the 25-26 school year. The new math series offers numerous instructional tools that can assist teachers in providing targeted instruction to students.
The iXL program was implemented across grade levels and utilized for benchmarking purposes.
The Title I interventionists all provided additional support in Math for the 24-25 school year.

### Challenges

The math series includes a reading component with practice problems, but this does not enable students to practice the specific math skills needed to bridge the gap. As a result, students are not presented with adequate opportunities to learn and practice math computation to reinforce learned concepts.
Many students continue to lack foundational math skills including basic number sense.
The scope and sequence is not aligned with students' needs and does not address students' lack of foundational math skills.
All educators need to be trained on how to effectively analyze student data and identify areas where students need additional support. The goal is for them to use the insights gleaned from the data to align instruction with students' specific needs.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Common classroom-based assessments	- STEEL standards are being reviewed by our science curriculum team. - iXL has been added for science.
iXL Benchmarks: Grades 5-8	- iXL benchmark data will continue being reviewed by classrooms teachers to help guide instruction.
PSSA: Grades 5 and 8	-PSSA science is now administered in grades 5 and 8.

## Science, Technology, and Engineering Education Summary

### Strengths

Common planning time within grade level and science department provided opportunities to review and analyze student data.
Science teachers in K-12 are utilizing STEELS aligned-science programs since 24-25.
iXL has provided an opportunity for standardized practice, directly related to the STEELS-aligned science standards.

### Challenges

The science team experienced some difficulties with utilizing the new science series aligned to STEELS standards.
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The new science series is not 100% aligned to the STEELS standards.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Readiness Course	- The course addresses the Career Readiness standards and aligns with Lengel's vision for socially responsible students

### 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.

Having two school counselors allows students more access to career counseling through career readiness courses and individual meetings.
Career Readiness standards are addressed in all grade bands.
Smart Futures is a supplemental program that assists with student career counseling.

## 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.

Some alternatively placed students and transfer students have not submitted their required pieces of Career Readiness evidence.
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Some virtual students are not active participants in the Career Readiness curriculum and have not submitted their pieces of Career Readiness evidence.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
- iXL data utilized to determine growth for English Learners subgroup.	- More support has been added for English Learners. A paraprofessional was added for the 24-25 school year and will continue for the 25-26 school year. - The ESL resource teacher was hired full-time January 2025.

### Students with Disabilities

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

Data	Comments/Notable Observations
iXL Benchmarks	- We focused on the Students with Disabilities student subgroups based on PSSA and PVAAS data. Math Quarter 2: - By January 31, 2025, more than 30% of students with disabilities showed growth of at least 20 SMART points on the iXL math benchmark. - The benchmark date was extended by a few days. There are a total of 182 Students with Disabilities in iXL. 2 students do not have baseline scores because they moved into the district after the baseline and October benchmark were given. If students moved in after the baseline assessment, the October benchmark score was used. 6 students were unable to take the benchmark during the established timeframe. 174 students completed the iXL benchmark. 135/174 students showed growth in math. 78% of the Students with Disabilities Student Subgroups showed growth in Math on the iXL benchmark assessment. Quarter 3: - On the third quarter benchmark, 80% of students with disabilities showed at least 30 SMART points on iXL math benchmarks. - 80% of the Students with Disabilities Student Subgroups showed growth in Math on the iXL benchmark assessment. There are students who did not take the first benchmark so there were no scores to compare. Quarter 4: ELA Quarter 2: - By January 31, 2025, more than 30% of students with disabilities showed growth of at least 20 SMART points on the iXL ELA benchmark. - The benchmark date was extended by a few days. There are a total of 182 Students with Disabilities in iXL. 3 students

	do not have baseline scores because they moved into the district after the baseline and October benchmark were given. If students moved in after the baseline assessment, the October benchmark score was used. 4 students were unable to take the benchmark during the established timeframe. 175 students completed the iXL benchmark. 123/175 students showed growth in ELA. 70% of the Students with Disabilities Student Subgroups showed growth in ELA on the iXL benchmark assessment. There are students who did not take the first benchmark so there were no scores to compare. Quarter 3: - On the third quarter benchmark, 69% of students with disabilities showed at least 30 SMART points on iXL ELA benchmarks. - 69% of the Students with Disabilities Student Subgroups showed growth in ELA on the iXL benchmark assessment. There are students who did not take the first benchmark so there were no scores to compare. Quarter 4:
Read Naturally	- Started using Read Naturally 24-25. Read Naturally: - Focuses on improving reading fluency, vocabulary, and comprehension through a combination of teacher modeling, repeated reading, and progress monitoring. - Develops struggling readers. - Allows students to practice high-interest material at their skill level.
Reading intervention programs	- Identifies students' deficiencies according to standards. - Provides additional resources to increase individualized student learning. - Incorporate multiple modes of instruction (on-line and direct teaching).

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
iXL Benchmarks	- Provides the ability for educators to review individual student data - Provides grade level data
Title I Interventions for ELA and Math	- Regularly scheduled intervention blocks across all grade levels - Research-based programs are utilized for interventions - Data driven programming
Common assessments	- Provided the ability for educators to review individual student data - Provides grade level data

### 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.

Opportunities to collect common forms of data to guide effective instruction
Expanded the Title I intervention program in the 24-25 school year and created an intervention schedule that allowed more students to receive academic support.

### 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.

The student with disabilities subgroup utilized a new intervention program, Read Naturally, for the 24-25 school year. We are moving toward explicit teacher-based instruction as opposed to an online program.
Students with disabilities are demonstrating a lack of foundational skills needed to adequately progress their learning.
Students need to attend school consistently and arrive on-time. Relationship building with families plays a key role in successful student attendance.

## 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	Emerging
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?

During year 1, curriculum alignment was a major focus. This practice provided an opportunity to evaluate curriculum that was in place, and provided a strong foundation for building a comprehensive PA Core-aligned curriculum. During year 2, professional development to effectively implement instruction of curriculum was the focus. Professional development series continued in year 3 with an emphasis on identifying and addressing individual student learning needs as well as a focus on strengthening co-teaching partnerships and effective strategies. During year 4, administration and school leaders held data analysis meetings with departments to review and analyze student benchmark data for improvement. During year 5, the focus shifted to using data and student performance to coordinate effective intervention groups that target the improvement of core skills. This effort continued in year 6 where students conferenced with teachers about their academic performance and monitored their own growth in ELA and math.

Grade-level and content area teams were scheduled for regular common planning times, allowing for data review and analysis, instructional collaboration, and reflection and adjustment of practices to ensure efficient learning opportunities.

A district-wide PBIS program has been implemented, with fidelity, providing all members of the school community with consistent and clear expectations across all school settings.

### 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?

Our main focus in A-TSI has been promoting and celebrating student growth in ELA and Math, especially within the identified subgroups. After we cascaded into CSI, our main focus needs shift to student achievement.

Certified substitute shortages have affected student instruction and professional development availability.

Time constraints present a significant challenge in offering meaningful professional development opportunities.

Overall, the poverty rates have been increasing. As of October 31, 2024, 529 students out of 720 students (73%) were classified as low-income. As of June 23, 2025, 515 students out of 721 students (72%) are classified as low-income.



## 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
Future Ready PA Index data 23-24: All Student Group Exceeds the Standard Demonstrating Growth in ELA. Every subgroup met or exceeded the statewide goal and increased performance from 22-23.	True
Future Ready PA Index data 23-24: All Student Group Exceeds the Standard Demonstrating Growth in Mathematics. Every subgroup met or exceeded the statewide goal and increased performance from 22-23.	True
The ELA series offers numerous instructional tools that can assist teachers in providing targeted instruction to students.	False
The iXL program was implemented across grade levels and utilized for benchmarking purposes. The iXL program correlates with our ELA series in grade 5 and curriculum in grades 6-8.	False
Students with Disabilities subgroup met the growth expectations for ELA.	True
Science teachers in K-12 are utilizing STEELS aligned-science programs since 24-25.	False
Common planning time within grade level and science department provided opportunities to review and analyze student data.	False
Career Readiness standards are addressed in all grade bands.	False
Students with Disabilities subgroup met the growth expectations for ELA.	False
A new math series will be purchased for the 25-26 school year. The new math series offers numerous instructional tools that can assist teachers in providing targeted instruction to students.	False
The iXL program was implemented across grade levels and utilized for benchmarking purposes.	False
The Title I interventionists all provided additional support in Math for the 24-25 school year.	False
Smart Futures is a supplemental program that assists with student career counseling.	False
iXL has provided an opportunity for standardized practice, directly related to the STEELS-aligned science standards.	False
Opportunities to collect common forms of data to guide effective instruction	False
During year 1, curriculum alignment was a major focus. This practice provided an opportunity to evaluate curriculum that was in place, and provided a strong foundation for building a comprehensive PA Core-aligned curriculum. During year 2, professional development to effectively implement instruction of curriculum was the focus. Professional development series continued in year 3 with an emphasis on identifying and addressing	False

individual student learning needs as well as a focus on strengthening co-teaching partnerships and effective strategies. During year 4, administration and school leaders held data analysis meetings with departments to review and analyze student benchmark data for improvement. During year 5, the focus shifted to using data and student performance to coordinate effective intervention groups that target the improvement of core skills. This effort continued in year 6 where students conferenced with teachers about their academic performance and monitored their own growth in ELA and math.	
A district-wide PBIS program has been implemented, with fidelity, providing all members of the school community with consistent and clear expectations across all school settings.	True
Having two school counselors allows students more access to career counseling through career readiness courses and individual meetings.	False
Grade-level and content area teams were scheduled for regular common planning times, allowing for data review and analysis, instructional collaboration, and reflection and adjustment of practices to ensure efficient learning opportunities.	False
Expanded the Title I intervention program in the 24-25 school year and created an intervention schedule that allowed more students to receive academic support.	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
Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in ELA. The following subgroup also decreased in performance from the previous year: Black.	True
Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in Mathematics. The following subgroups also decreased in performance from the previous year: Hispanic and Students with Disabilities.	True
Students with Disabilities subgroup did not meet the growth expectations for math.	False
Students with Disabilities subgroup did not meet the growth expectations for math.	False
Students with Disabilities subgroup did not meet the growth expectations for Math.	False
Future Ready PA Index data 23-24: Regular School Attendance for 23-24 did not meet the performance standard. All student Group, Hispanic, Black, Two or More Races, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity did not meet the performance standard. The following subgroup	False

decreased performance from the previous year: Black.	
Students do not have sufficient opportunities to read. When reading opportunities are provided, student participation in these opportunities remains low. Promoting a school culture that emphasizes reading is imperative.	False
The math series includes a reading component with practice problems, but this does not enable students to practice the specific math skills needed to bridge the gap. As a result, students are not presented with adequate opportunities to learn and practice math computation to reinforce learned concepts.	False
Instruction and development of literacy, within and outside of the classroom, need to be a priority. The gap in reading levels and the presence of many students reading well below grade level may be attributed to this.	False
Students with Disabilities subgroup did not meet the growth expectations for Math.	False
All student subgroups decreased in regular attendance.	False
Regular School Attendance for 23-24 did not meet the performance standard. All student Group, Hispanic, Black, Two or More Races, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity did not meet the performance standard. The following subgroup decreased performance from the previous year: Black.	False
All educators need to be trained on how to effectively analyze student data and identify areas where students need additional support. The goal is for them to use the insights gleaned from the data to align instruction with students' specific needs.	False
While our students have consistently identified growth, a shift to focusing on student achievement is imperative.	False
The students with disabilities subgroup did not meet the interim goal/improvement target for ELA.	False
The new science series is not 100% aligned to the STEELS standards.	False
Students with disabilities are demonstrating a lack of foundational skills needed to adequately progress their learning.	True
Students continue to show a lack of foundational skills which makes it difficult to teach grade level content.	True
The student with disabilities subgroup utilized a new intervention program, Read Naturally, for the 24-25 school year. We are moving toward explicit teacher-based instruction as opposed to an online program.	False
Many students continue to lack foundational math skills including basic number sense.	True
The science team experienced some difficulties with utilizing the new science series aligned to STEELS standards.	False
Certified substitute shortages have affected student instruction and professional development availability.	False
Time constraints present a significant challenge in offering meaningful professional development opportunities.	False
Some alternatively placed students and transfer students have not submitted their required pieces of Career Readiness evidence.	False

Some virtual students are not active participants in the Career Readiness curriculum and have not submitted their pieces of Career Readiness evidence.	False
All educators need to be trained on how to effectively analyze student data and identify areas where students need additional support. The goal is for them to use the insights gleaned from the data to align instruction with students' specific needs.	False
The scope and sequence is not aligned with students' needs and does not address students' lack of foundational math skills.	False
Students need to attend school consistently and arrive on-time. Relationship building with families plays a key role in successful student attendance.	False
Our main focus in A-TSI has been promoting and celebrating student growth in ELA and Math, especially within the identified subgroups. After we cascaded into CSI, our main focus needs shift to student achievement.	True
Overall, the poverty rates have been increasing. As of October 31, 2024, 529 students out of 720 students (73%) were classified as low-income. As of June 23, 2025, 515 students out of 721 students (72%) are classified as low-income.	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.

For the 25-26 school year, we have cascaded into CSI based on student achievement. Despite marked growth as demonstrated through PVAAS, we need to shift the focus from student growth to student achievement. - Focus on Math and ELA where all student group performed below the statewide average - Focus on attendance

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in ELA. The following subgroup also decreased in performance from the previous year: Black.	Root Cause Analysis: - Professional development is needed for student engagement. - Educators need to reflect on their teaching practices, their instruction, and analyze student data to guide their instruction. - Accountability for students, teachers, and administration to utilize reflective practices and monitor student data.	True
Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in Mathematics. The following subgroups also decreased in performance from the previous year: Hispanic and Students with Disabilities.	Root Cause Analysis: - Professional development is needed for student engagement. - Educators need to reflect on their teaching practices, their instruction, and analyze student data to guide their instruction. - Accountability for students, teachers, and administration to utilize reflective practices and monitor student data.	True
Many students continue to lack foundational math skills including basic number sense.		False
Students with disabilities are demonstrating a lack of foundational skills needed to adequately progress their learning.		False
Students continue to show a lack of foundational skills which makes it difficult to teach grade level content.		False
Our main focus in A-TSI has been promoting and celebrating student growth in ELA and Math, especially within the identified subgroups. After we cascaded into CSI, our main focus needs shift to student achievement.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Future Ready PA Index data 23-24: All Student Group Exceeds the Standard Demonstrating Growth in ELA. Every subgroup met or exceeded the statewide goal	Incentives were provided to students who grew on the iXL benchmarks. The incentives positively

and increased performance from 22-23.	impacted student learning.
Future Ready PA Index data 23-24: All Student Group Exceeds the Standard Demonstrating Growth in Mathematics. Every subgroup met or exceeded the statewide goal and increased performance from 22-23.	Incentives were provided to students who grew on the iXL benchmarks. The incentives positively impacted student learning.
Students with Disabilities subgroup met the growth expectations for ELA.	
A district-wide PBIS program has been implemented, with fidelity, providing all members of the school community with consistent and clear expectations across all school settings.	
Expanded the Title I intervention program in the 24-25 school year and created an intervention schedule that allowed more students to receive academic support.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If students are engaged in their learning and teachers consistently analyze student data from local assessments with building leaders, then the all student subgroup achievement will increase in ELA.
	If students are engaged in their learning and teachers consistently analyze student data from local assessments with building leaders, then the all student subgroup achievement will increase in Math.

## Goal Setting

**Priority: If students are engaged in their learning and teachers consistently analyze student data from local assessments with building leaders, then the all student subgroup achievement will increase in ELA.**

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 4th quarter of the 25-26 school year, 60% of all students identified as the focus group will show growth of at least 75 SMART points on the iXL ELA benchmark.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline data will be gathered by September 15, 2025.	By January 26, 2026, 20% of all students show growth of at least 25 SMART points on the iXL ELA benchmark.	By March 30, 2026, 40% of all students show growth of at least 50 SMART points on the iXL ELA benchmark.	By June 1, 2026, 60% of all students show growth of at least 75 SMART points on the iXL ELA benchmark.

**Priority: If students are engaged in their learning and teachers consistently analyze student data from local assessments with building leaders, then the all student subgroup achievement will increase in Math.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 4th quarter of the 25-26 school year, 60% of all students identified as the focus group will show growth of at least 75 SMART points on the iXL Math benchmark.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline data will be gathered by September 15, 2025.	By January 26, 2026, 20% of all students show growth of at least 25 SMART points on the iXL Math benchmark.	By March 30, 2026, 40% of all students show growth of at least 50 SMART points on the iXL Math benchmark.	By June 1, 2026, 60% of all students show growth of at least 75 SMART points on the iXL Math benchmark.



## Action Plan

### Measurable Goals

ELA Goal	Math Goal
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### Action Plan For: Data driven decisions

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 4th quarter of the 25-26 school year, 60% of all students identified as the focus group will show growth of at least 75 SMART points on the iXL ELA benchmark.</li> <li>By the end of the 4th quarter of the 25-26 school year, 60% of all students identified as the focus group will show growth of at least 75 SMART points on the iXL Math benchmark.</li> </ul>

Action Step		Anticipated Start/Completion Date	
All educators will be trained in Total Experience Learning through Alvernia University. The professional development will focus on student engagement.		2025-06-09	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum	Alvernia University consultants	Yes	
Action Step		Anticipated Start/Completion Date	
Lead teachers will meet with Title I Instructional Coach and building administration to review student data including PSSA scores, grades, and iXL data. A consultant from the IU will show the lead teachers how to access PVAAS projection reports which will be utilized to create the focus groups.		2025-07-14	2025-08-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	PSSA scores, Skyward, iXL data, IU PVAAS consultant, and PVAAS	Yes	
Action Step		Anticipated Start/Completion Date	
During the August in-service, lead teachers, Title I Interventionists and Title I Instructional Coach will meet with grade level/department teachers to introduce PVAAS projection reports and to create focus groups utilizing those		2025-08-19	2025-08-21

reports. Each class will have a focus group consisting of 5 students who will receive additional support to increase the likelihood of achieving proficiency.			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Lead teachers	PVAAS	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
After meeting with lead teachers, teachers will form focus groups for each class. They will complete the Focus Group template which will identify students along with their student data and share it with the lead teachers, the Title I Team, and building administration. The Title I Team will assist as needed.		2025-08-19	2025-10-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Building Principal	Focus Group template	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will conference with the individual students from the focus group and set SMART goals to be tracked by the students. Teachers will continue to hold conferences each month with the students to review their data, track their progress, and monitor their goals.		2025-08-25	2026-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Building Principal and Assistant Principal	iXL, SMART goals, Focus Group shared document	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
All educators will complete Focus Growth Sheets monthly. Beginning in October, building administration will attend monthly grade level/department meetings to review the Focus Group Sheets and analyze student data. Educators and building administration will identify students who need additional support based on student data. Educators will utilize student data to guide instruction and provide Tier 1 and Tier 2 support to identified students. The Title I Team will assist as needed and the Title I interventionists and the Title I instructional aide will continue to provide Tier 2 support to students who need additional support based on student data.		2025-10-13	2026-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Building Principal, Assistant Principal, and Director of Special Education	Focus Growth Sheets, content resources	No	
<b>Action Step</b>		<b>Anticipated Start/Completion</b>	

		Date	
Building administration will conduct quarterly walk-throughs focusing on specific areas such as engagement and differentiation. The teachers will receive timely feedback in PAETAP.		2025-08-25	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal, assistant principal, and Director of Special Education	PAETAP	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
60% of all students identified as the focus group will show growth of at least 75 SMART points on the iXL ELA and Math benchmark.	At the end of every quarter, grade level teachers and building administration will meet to review student performance data to ensure targets are being met.

## 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"><li>Data driven decisions</li></ul>	Lengel Salaries for Interventionists	211254
Instruction	<ul style="list-style-type: none"><li>Data driven decisions</li></ul>	Lengel Benefits for Interventionists and Instructional Aide	131731
Instruction	<ul style="list-style-type: none"><li>Data driven decisions</li></ul>	Lengel Salary for Instructional Aide	16922
Instruction	<ul style="list-style-type: none"><li>Data driven decisions</li></ul>	Intervention programs, supplies, and/or materials	500
Other Expenditures	<ul style="list-style-type: none"><li>Data driven decisions</li></ul>	District portion of Title I Professional Development Training funds to the IU	417
Instruction	<ul style="list-style-type: none"><li>Data driven decisions</li></ul>	Instructional Coach's Salary	20248
Instruction	<ul style="list-style-type: none"><li>Data driven decisions</li></ul>	Instructional Coach's Benefits	3270

Total Expenditures
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384342
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## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data driven decisions	Lead teachers will meet with Title I Instructional Coach and building administration to review student data including PSSA scores, grades, and iXL data. A consultant from the IU will show the lead teachers how to access PVAAS projection reports which will be utilized to create the focus groups.
Data driven decisions	All educators will be trained in Total Experience Learning through Alvernia University. The professional development will focus on student engagement.

### PVAAS

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Lead teachers will meet with Title I Instructional Coach and building administration to review student data including PSSA scores, grades, and iXL data. A consultant from the IU will show the lead teachers how to access PVAAS projection reports which will be utilized to create the focus groups.</li> </ul>		
<b>Audience</b>		
Lead Teachers, administration, and Title I Team		
<b>Topics to be Included</b>		
PVAAS- how to utilize reports effectively		
<b>Evidence of Learning</b>		
Teachers will be able to access reports and instruct their teams on how to access PVAAS projection reports to form Focus Groups.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building Principal	2025-07-14	2025-08-22

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1 PD session and monthly administration check-ins
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1e: Designing Coherent Instruction</li> <li>3a: Communicating with Students</li> <li>4a: Reflecting on Teaching</li> </ul>	

- 4b: Maintaining Accurate Records

**This Step Meets the Requirements of State Required Trainings**

**Total Experience Learning**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• All educators will be trained in Total Experience Learning through Alvernia University. The professional development will focus on student engagement.</li> </ul>		
<b>Audience</b>		
All educators		
<b>Topics to be Included</b>		
Student Engagement		
<b>Evidence of Learning</b>		
Teachers will be able to engage students more effectively in their learning. They will interview students to discuss engagement during the Focus Group conferences and adjust their instruction accordingly.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Curriculum	2025-06-09	2025-06-10

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1 PD session and quarterly administration walk-throughs
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 2c: Managing Classroom Procedures</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3c: Engaging Students in Learning</li> <li>• 4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>