

Union Terrace El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Union Terrace El Sch		121390302
Address 1		
1939 W Union St		
Address 2		
City	State	Zip Code
Allentown	PA	18104
Chief School Administrator		Chief School Administrator Email
Dr Carol Birks		birksc@allentownsd.org
Principal Name		
Katie Gill Mercado		
Principal Email		
gillka@allentownsd.org		
Principal Phone Number		Principal Extension
484-765-5481		5485
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Birks	Chief School Administrator	Central Administration	birksc@allentownsd.org
Jen Bryant	District Level Leaders	Central Administration	bryantj@allentownsd.org
Emily Blumetti	Other	Union Terrace Elementary	Blumettie@allentownsd.org
Sandra Williams	Parent	Union Terrace Elementary	sandy1butterfly@gmail.com
Keith Greenleaf Jr.	Parent	Union Terrace Elementary	chili02271@gmail.com
Rachel Power	Teacher	Special Education	powerr@allentownsd.org
Nicole Razar	Education Specialist	Union Terrace Elementary	razarn@allentownsd.org
Trina Vaka	Teacher	Union Terrace Elementary	vakat@allentownsd.org
Angela Loban	Teacher	Union Terrace Elementary	lobana@allentownsd.org
John Keet	Education Specialist	Union Terrace Elementary	keetj@allentownsd.org
Rachel Davies	Other	Administrative Assistant	daviesr@allentownsd.org
Brigid McDonnell	Other	Union Terrace Elementary	mcdonnellb@allentownsd.org
Belynda Beck	Other	Union Terrace	beckb@allentownsd.org
Jamie Hunara	Other	United Way	hunaraj@allentownsd.org
Leida Rosario	Education Specialist	English Language Development	rosariol@allentownsd.org

Vision for Learning

Vision for Learning

The Allentown School District envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

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
Math: 2024 Annual Academic Growth Expectations (PVAAS) Mathematics/Algebra 1 All Student Group Met the Standard Demonstrating Growth	All Student Group: 70% met the Statewide Growth Standard.
English Language Growth and Attainment: 2024 Annual Academic Growth Expectations (PVAAS) All Student Group Met Interim Goal/Improvement Target	Percentage of Students Meeting English Language Growth and Attainment Interim Goal/Improvement Target: 69.9%, Statewide Average 31.7%.
College and Career Measures: 2024 All Student Group Met Performance Standard	Percentage of Students Meeting the Career Standards Benchmark/Performance Standard: 96.7%, Statewide Average: 91.4%

Challenges

Indicator	Comments/Notable Observations
Math 2024: The percent of All Students at Proficient or Advanced was below the Statewide Average	Percentage of All Student Group Proficient or Advanced was 25.6%. This is 28.3% below the Statewide Average of 53.9%
ELA 2024: The percent of All Student Group at Proficient or Advanced was below the Statewide Average	Percentage of All Student Group Proficient or Advanced was 20.9%. This is 19.3% below the Statewide Average of 40.2%
Science 2024: The percent of All Student Group at Proficient or Advanced was below the Statewide Average	Percentage of All Student Group Proficient or Advanced was 55%. This was 4.2% below the Statewide Average of 59.2%

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

Strengths

Indicator English Language Growth and Attainment 2024: The Percentage of All Student Group Meeting Interim Goal/Improvement Target (PVAAS) increased from 54% to 69.9% ESSA Student Subgroups English Learners	Comments/Notable Observations 2023-24 data was utilized from the PA Future Ready Website as the 2024-25 data was not released as of the creation of this plan.
Indicator	Comments/Notable Observations

Math 2024: Increase in performance from previous year. The percentage of students with disabilities meeting the Statewide Growth Standard (PVAAS) increased from 74% to 92%. ESSA Student Subgroups Students with Disabilities	2023-24 data was utilized from the PA Future Ready Website as the 2024-25 data was not released as of the creation of this plan.
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Challenges

Indicator ELA 2024: The percentage of All Student Group Exceeding the Standard Demonstrating Growth performance (PVAAS) decreased from 75% to 68% for students that are Economically Disadvantaged. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2023-2024 data was utilized from the PA Future Ready Website as the 2024-2025 data was not released as of the creation of this plan.
Indicator Math 2024: The percentage of All Student Group Exceeding the Standard Demonstrating Growth performance (PVAAS) decreased from 100% to 73% for students that are Economically Disadvantaged. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2023-2024 data was utilized from the PA Future Ready Website as the 2024-2025 data was not released as of the creation of this plan.
Indicator Science 2024: The percentage of All Student Group Exceeding the Standard Demonstrating Growth performance (PVAAS) decreased from 66% to 50% for students that have Combined Ethnicity. ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations 2023-2024 data was utilized from the PA Future Ready Website as the 2024-2025 data was not released as of the creation of this plan.

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.

Math 2024: Increase in performance from previous year. The percentage of students with disabilities meeting the Statewide Growth Standard (PVAAS) increased from 74% to 92%.
English Language Growth and Attainment 2024: The Percentage of All Student Group Meeting Interim Goal/Improvement Target (PVAAS) increased from 54% to 69.9%

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.

Math 2024: The percent of All Students at Proficient or Advanced was below the Statewide Average
ELA 2024: The percent of All Student Group at Proficient or Advanced was below the Statewide Average
Science 2024: The percent of All Student Group at Proficient or Advanced was below the Statewide Average

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading Data from the 2024-2025 School Year: The percentage of students in Grades 1 through 5 Proficient or Advanced on the EOY assessment was 42%	The percentage of students in Grades 1–5 proficient on STAR Reading increased from 28% at the beginning of the year to 42% at the end of the year, a 14-point gain
Lexia Data from the 2024-2025 School Year: The percentage of students in Grades K through 5 in or above Grade Level Material at the EOY was 68%	The percentage of students in Grades K- 5 in or above Grade Level Material on Lexia increased from from 14% at the beginning of the year to 68% at the end of the year, a 54-point gain.
DIBELS Data from the 2024-2025 School Year: The percentage of Kindergarten students Proficient or Advanced on the EOY assessment was 67%.	The percentage of students in Kindergarten Proficient or Advanced on DIBELS increased from from 17% at the beginning of the year to 67% at the end of the year, a 50-point gain.

English Language Arts Summary

Strengths

STAR Reading Data: The percentage of students in Grades 1–5 proficient on STAR Reading increased from 28% at the beginning of the year to 42% at the end, a 14-point gain
Lexia Data: The percentage of students in Grades K- 5 in or above Grade Level Material on Lexia increased from from 14% at the beginning of the year to 68% at the end of the year, a 54-point gain.
DIBELS Data: The percentage of students in Kindergarten Proficient or Advanced on DIBELS increased from from 17% at the beginning of the year to 67% at the end of the year, a 50-point gain.

Challenges

STAR Reading Data: The percentage of students in Grade 2 proficient or advanced on STAR Reading, decreased from 39% at the BOY to 37% at the EOY, a 2-point loss.
DIBLES Data: The DIBLES subtest with the smallest increase from 3% at the BOY to 30% at the EOY was NWF and WRC.
Lexia Data: The percentage of students in Grades K-5 below Grade Level Material on Lexia at the end of the year was 32%.

Mathematics

Data	Comments/Notable Observations
USNS Kindergarten Math Screener Data from the 2024-2025 School Year: The percentage of students in Kindergarten Proficient or Advanced on the EOY assessment was 65%	The percentage of students in Kindergarten Proficient on the USNS increased from 39% at the beginning of the year to 65% at the end of the year, a 26-point gain
STAR Math Data from the 2024-2025 School Year: The percentage of students in Grades 1 through 5 Proficient or Advanced on the EOY	The percentage of students in Grades 1–5 Proficient or Advanced on STAR Math increased from 18% at the beginning of the year to 29% at the end of the year, a

assessment was 29%	11-point gain
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Mathematics Summary

Strengths

USNS Kindergarten Math Screener: The percentage of students in Kindergarten Proficient on the USNS increased from 39% at the beginning of the year to 65% at the end of the year, a 26-point gain
STAR Math: The percentage of students in Grades 1–5 Proficient or Advanced on STAR Math increased from 18% at the beginning of the year to 29% at the end of the year, a 11-point gain

Challenges

STAR Math: The percentage of students in Grade 2 proficient or advanced on STAR Math, decreased from 26% at the BOY to 23% at the EOY, a 3-point loss.
STAR Math: The percentage of students in Grade 5 proficient or advanced on STAR Math, increased from 15% at the BOY to 18% at the EOY, only a 3-point gain.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDC Science Data from the 2024-2025 School Year: The percentage of students in Grades 4 through 5 Proficient or Advanced on the EOY assessment was 30.8%	The percentage of students in Grades 4 through 5 Proficient or Advanced on CDT Science increased from 22.6% at the beginning of the year to 30.8% at the end of the year,

Science, Technology, and Engineering Education Summary

Strengths

CDC Science Data from the 2024-2025 School Year: The percentage of students in Grades 4 through 5 Proficient or Advanced on the EOY assessment was 30.8%
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Challenges

CDC Science Data from the 2024-2025 School Year: The percentage of students in Grades 5 Proficient or Advanced on the BOY was 19% compared to 22.9% on the EOY, only a 3.9% increase.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standard Benchmark: 96.7% of All Student Group Met Performance Standard 2024. This is 5.3 points higher than the Statewide Average of 91.4%	Data from 2023-2024 school year was utilized, as data from 2024-2025 school year is not available.
Career Standard Benchmark 2024: `100% of English Learners Met or Exceeded Statewide Goal.	Data from 2023-2024 school year was utilized, as data from 2024-2025 school year is not available.
Career Standard Benchmark 2024: The percentage of Economically Disadvantaged Students Meeting or Exceeding the Statewide Goal increased by 0.7 points from 969% during the previous school year to 97.3%	Data from 2023-2024 school year was utilized, as data from 2024-2025 school year is not available.

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 Standard Benchmark 2024: 96.7% of All Student Group Met Performance Standard. This is 5.3 points higher than the Statewide Average of 91.4%

Career Standard Benchmark 2024: `100% of English Learners Met or Exceeded Statewide Goal.

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.

Career Standard Benchmark 2024: The percentage of Hispanic Students meeting the Standard decreased from 98.8% during the previous school year to 96.6%, a 2.2% decrease

Career Standard Benchmark 2024: There was an insufficient sample of Students with Disabilities to provide data on the percentage of this subgroup Meeting or Exceeding this Standard, also preventing the availability of comparative data to the previous school year.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ELA 2024: The percentage of English Learners Proficient or Advanced was 16.9% compared to 10.3% in 2023, a 6.6-point increase	Data from 2023-2024 school year was utilized as data from the 2024-2025 school year is not available
Math 2024: The percentage of English Learners Proficient or Advanced was 9.0% compared to 11.9% in 2023, a 2.9-point decrease	Data from 2023-2024 school year was utilized as data from the 2024-2025 school year is not available
Science 2024: The percentage of English Learners Proficient or Advanced was 54.2% compared to 26.1% in 2023, a 28.1-point increase	Data from 2023-2024 school year was utilized as data from the 2024-2025 school year is not available

Students with Disabilities

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

Data	Comments/Notable Observations
ELA 2024: The percentage of Students with Disabilities Proficient or Advanced was 9.6% compared to 8.8% in 2023, a 0.8-point increase	Data from 2023-2024 school year was utilized as data from the 2024-2025 school year is not available
Math 2024: The percentage of Students with Disabilities Proficient or Advanced was 7.7% compared to 8.8% in 2023, a 1.1-point decrease	Data from 2023-2024 school year was utilized as data from the 2024-2025 school year is not available
Science 2024: The percentage of Students with Disabilities Proficient or Advanced was 36.8%. There was an Insufficient Sample in 2023, causing a lack of comparative data.	Data from 2023-2024 school year was utilized as data from the 2024-2025 school year is not available

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA 2024: The percentage of Students Considered Economically Disadvantaged Proficient or Advanced was 25.5% compared to 21.4% in 2023, a 4.1-point increase	Data from 2023-2024 school year was utilized as data from the 2024-2025 school year is not available

Math 2024: The percentage of Students Considered Economically Disadvantaged Proficient or Advanced was 20.7% compared to 17.9% in 2023, a 2.8-point increase	Data from 2023-2024 school year was utilized as data from the 2024-2025 school year is not available
Science 2024: The percentage of Students Considered Economically Disadvantaged Proficient or Advanced was 55.7% compared to 45.5% in 2023, a 10.2-point increase	Data from 2023-2024 school year was utilized as data from the 2024-2025 school year is not available

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	The percentage of students Meeting the Interim Goal/Improvement Target increased in ELA from 20% to 23.7 and in Math from 26.9% to 28.9% from the 2022-2023 to the 2023 to the 2024 school year.
Hispanic	The percentage of students Meeting the Interim Goal/Improvement Target decreased in ELA from 22% to 21.2% and in Math from 20% to 15.6% from the 2022-2023 to the 2023 to the 2024 school year.
White	The percentage of students Meeting the Interim Goal/Improvement Target decreased in ELA from 52% to 50% and in Math from 53.8% to 54.2% from the 2022-2023 to the 2023 to the 2024 school year.

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.

ELA 2024: The percentage of English Learners Proficient or Advanced was 16.9% compared to 10.3% in 2023, a 6.6-point increase
ELA 2024: The percentage of Students with Disabilities Proficient or Advanced was 9.6% compared to 8.8% in 2023, a 0.8-point increase
ELA 2024: The percentage of Students Considered Economically Disadvantaged Proficient or Advanced was 25.5% compared to 21.4% in 2023, a 4.1-point increase
Science 2024: The percentage of English Learners Proficient or Advanced was 54.2% compared to 26.1% in 2023, a 28.1-point increase
Science 2024: The percentage of Students Considered Economically Disadvantaged Proficient or Advanced was 55.7% compared to 45.5% in 2023, a 10.2-point increase

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.

Math 2024: The percentage of English Learners Proficient or Advanced was 9.0% compared to 11.9% in 2023, a 2.9-point decrease

Math 2024: The percentage of Students with Disabilities Proficient or Advanced was 7.7% compared to 8.8% in 2023, a 1.1-point decrease

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	Operational
Identify and address individual student learning needs	Emerging
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	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	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	Emerging
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?

Collectively shape the vision for continuous improvement of teaching and learning, leveraging the ILT team and Data Wise in this process.
Implement an evidence-based system of schoolwide positive behavior interventions and supports *
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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?

Implement a more effective evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for behavior
Identify and address individual student learning needs *
Increase school climate survey results by providing SEL opportunities, cultivated a strong climate and culture where students, families and staff are excited to come to the school every day ready to learn, grow and achieve

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
Math 2024: Increase in performance from previous year. The percentage of students with disabilities meeting the Statewide Growth Standard (PVAAS) increased from 74% to 92%.	True
English Language Growth and Attainment 2024: The Percentage of All Student Group Meeting Interim Goal/Improvement Target (PVAAS) increased from 54% to 69.9%	True
STAR Reading Data: The percentage of students in Grades 1–5 proficient on STAR Reading increased from 28% at the beginning of the year to 42% at the end, a 14-point gain	True
Lexia Data: The percentage of students in Grades K- 5 in or above Grade Level Material on Lexia increased from from 14% at the beginning of the year to 68% at the end of the year, a 54-point gain.	False
DIBELS Data: The percentage of students in Kindergarten Proficient or Advanced on DIBELS increased from from 17% at the beginning of the year to 67% at the end of the year, a 50-point gain.	False
ELA 2024: The percentage of Students Considered Economically Disadvantaged Proficient or Advanced was 25.5% compared to 21.4% in 2023, a 4.1-point increase	False
Collectively shape the vision for continuous improvement of teaching and learning, leveraging the ILT team and Data Wise in this process.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
USNS Kindergarten Math Screener: The percentage of students in Kindergarten Proficient on the USNS increased from 39% at the beginning of the year to 65% at the end of the year, a 26-point gain	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False
STAR Math: The percentage of students in Grades 1–5 Proficient or Advanced on STAR Math increased from 18% at the beginning of the year to 29% at the end of the year, a 11-point gain	False
Career Standard Benchmark 2024: 96.7% of All Student Group Met Performance Standard. This is 5.3 points higher than the Statewide Average of 91.4%	False
Career Standard Benchmark 2024: `100% of English Learners Met or Exceeded Statewide Goal.	False
CDC Science Data from the 2024-2025 School Year: The percentage of students in Grades 4 through 5 Proficient or Advanced on the EOY assessment was 30.8%	False
ELA 2024: The percentage of English Learners Proficient or Advanced was 16.9% compared to 10.3% in 2023, a 6.6-point increase	False

ELA 2024: The percentage of Students with Disabilities Proficient or Advanced was 9.6% compared to 8.8% in 2023, a 0.8-point increase	False
Science 2024: The percentage of English Learners Proficient or Advanced was 54.2% compared to 26.1% in 2023, a 28.1-point increase	False
Science 2024: The percentage of Students Considered Economically Disadvantaged Proficient or Advanced was 55.7% compared to 45.5% in 2023, a 10.2-point increase	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
Math 2024: The percent of All Students at Proficient or Advanced was below the Statewide Average	False
ELA 2024: The percent of All Student Group at Proficient or Advanced was below the Statewide Average	False
Science 2024: The percent of All Student Group at Proficient or Advanced was below the Statewide Average	False
STAR Reading Data: The percentage of students in Grade 2 proficient or advanced on STAR Reading, decreased from 39% at the BOY to 37% at the EOY, a 2-point loss.	True
DIBLES Data: The DIBLES subtest with the smallest increase from 3% at the BOY to 30% at the EOY was NWF and WRC.	True
Identify and address individual student learning needs *	False
Increase school climate survey results by providing SEL opportunities, cultivated a strong climate and culture where students, families and staff are excited to come to the school every day ready to learn, grow and achieve	True
Lexia Data: The percentage of students in Grades K-5 below Grade Level Material on Lexia at the end of the year was 32%.	False
STAR Math: The percentage of students in Grade 2 proficient or advanced on STAR Math, decreased from 26% at the BOY to 23% at the EOY, a 3-point loss.	True
STAR Math: The percentage of students in Grade 5 proficient or advanced on STAR Math, increased from 15% at the BOY to 18% at the EOY, only a 3-point gain.	True
Career Standard Benchmark 2024: The percentage of Hispanic Students meeting the Standard decreased from 98.8% during the previous school year to 96.6%, a 2.2% decrease	False
Career Standard Benchmark 2024: There was an insufficient sample of Students with Disabilities to provide data on the percentage of this subgroup Meeting or Exceeding this Standard, also preventing the availability of comparative data to the previous school year.	False
Math 2024: The percentage of English Learners Proficient or Advanced was 9.0% compared to 11.9% in 2023, a 2.9-point decrease	True
Math 2024: The percentage of Students with Disabilities Proficient or Advanced was 7.7% compared to 8.8% in 2023, a 1.1-point decrease	True
CDC Science Data from the 2024-2025 School Year: The percentage of students in Grades 5 Proficient or Advanced on the BOY	False

was 19% compared to 22.9% on the EOY, only a 3.9% increase.	
Implement a more effective evidence-based system of schoolwide positive behavior interventions and supports	False
Implement a multi-tiered system of supports for behavior	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.

Team recognized the importance of needing time to collaboratively analyze data and to then utilize this data in collaborative planning.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Increase school climate survey results by providing SEL opportunities, cultivated a strong climate and culture where students, families and staff are excited to come to the school every day ready to learn, grow and achieve	We made strides in implementing a positive and welcoming Tier 1 climate, however, we are still in need of figuring out to maintain and sustain this work.	True
STAR Reading Data: The percentage of students in Grade 2 proficient or advanced on STAR Reading, decreased from 39% at the BOY to 37% at the EOY, a 2-point loss.	Teachers completed year two of utilizing Benchmark materials and were still learning how to effectively implement Tier 1 instruction with Benchmark materials for ELA.	True
DIBLES Data: The DIBLES subtest with the smallest increase from 3% at the BOY to 30% at the EOY was NWF and WRC.	Teachers completed year two of utilizing Benchmark materials and were still learning how to effectively implement Tier 1 instruction with Benchmark materials for ELA.	True
STAR Math: The percentage of students in Grade 2 proficient or advanced on STAR Math, decreased from 26% at the BOY to 23% at the EOY, a 3-point loss.	Teachers completed year two of utilizing enVision materials and were still learning how to effectively implement Tier 1 instruction with enVision materials for Math	True
STAR Math: The percentage of students in Grade 5 proficient or advanced on STAR Math, increased from 15% at the BOY to 18% at the EOY, only a 3-point gain.	Teachers completed year two of utilizing enVision materials and were still learning how to effectively implement Tier 1 instruction with enVision materials for Math	False
Math 2024: The percentage of English Learners Proficient or Advanced was 9.0% compared to 11.9% in 2023, a 2.9-point decrease	Teachers completed year two of utilizing enVision materials and were still learning how to effectively implement Tier 1 instruction with enVision materials for Math	False
Math 2024: The percentage of Students with Disabilities Proficient or Advanced was 7.7% compared to 8.8% in 2023, a 1.1-point decrease	Teachers completed year two of utilizing enVision materials and were still learning how to effectively implement Tier 1 instruction with enVision materials for Math	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
STAR Reading Data: The percentage of students in Grades 1–5 proficient on STAR Reading increased from 28% at the beginning of the year to 42% at the end, a 14-point gain	We implemented procedures for administering STAR that mimic procedures for administering the PSSA to convey to students to take the STAR test seriously and to familiarize them with PSSA procedures.
Collectively shape the vision for continuous improvement of teaching and learning, leveraging the ILT team and Data Wise in this process.	The ILT team focused on Data Wise. All teachers went on Learning Walks utilizing the 5 Whys Protocol.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Our new Community in Schools Organizer helped us build relationships and make new partnerships with local businesses, community organizations, and outside agencies to meet the needs of the school-wide community.

Math 2024: Increase in performance from previous year. The percentage of students with disabilities meeting the Statewide Growth Standard (PVAAS) increased from 74% to 92%.	Special Education teachers were represented on the ILT team. All special education teachers went on Learning Walks using the 5 Whys Protocol.
English Language Growth and Attainment 2024: The Percentage of All Student Group Meeting Interim Goal/Improvement Target (PVAAS) increased from 54% to 69.9%	The schedule for Level 1 and Level 2 ELD students was created to maximize instructional time during ELA with ELD teachers.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strategic Plan: Priority 2, Goal 4 If we intentionally empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment, then students, staff and families will feel exited to come to school every day to learn, grow and achieve.
	Strategic Plan: Priority 1, Goal 1 If we design and implement high-impact learning experiences to drive academic excellence (and effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills), then we will see an increase literacy proficiency in grade 3.
	Strategic Plan: Priority 1, Goal 1 If we design and implement high-impact learning experiences to drive academic excellence (and effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills), then we will see an increase literacy proficiency in grade 3.
	Strategic Plan: Priority 1, Goal 2 If we design and implement high-impact learning experiences to drive academic excellence (and provide students in K-8 with a solid foundation of arithmetic operations with whole numbers, fractions, and decimals, including fluency and understanding of the order of operations) then we will see and increase in student proficiency in math.

Goal Setting

Priority: Strategic Plan: Priority 2, Goal 4 If we intentionally empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment, then students, staff and families will feel exited to come to school every day to learn, grow and achieve.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
School climate and culture Strategic Plan Priority 2, Goal 1: Cultivate Conditions where all students feel safe, valued, empowered, and loved. Goal: By June 2026, the average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey. Indicator 1: Anti-Bullying learning opportunities every quarter Indicator 2: Reduce number of Level 3 and 4 infractions related to disrespect to peer, bullying, harassment, and verbal and physical altercations Indicator 3: Reduce Out of School Suspensions Target number of infractions determined at the end of quarter 1There will be no more than 35 Level 3 and Level 4 infractions at the end of Quarter 4.			
Measurable Goal Nickname (35 Character Max)			
Improve School Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline will be determined by the number of Level 3 and 4 infractions at end of Quarter 1	Target number of infractions determined at the end of Quarter 1	Target number of infractions determined at the end of Quarter 1	There will be no more than 35 Level 3 and 4 infractions at the end of Quarter 4.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Mathematics Algebra 1- Increase the percentage of students passing Algebra 1 by 9th grade (Strategic Plan) By June 2026. we will increase, by at least 3% of students scoring Proficient/Advanced on the Math PSSA, using the Spring 2025 Math PSSA as a baseline. Indicator 1: Progress toward this goal will be measured by Math STAR Benchmark assessments Interim Indicator 2: Progress toward this goal will be measured by enVision Math Chapter Assessments Indicator 3: Progress toward this goal will be measured by USNS Kindergarten Screener.			
Measurable Goal Nickname (35 Character Max)			
Math PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline of student proficiency will be determined using the fall STAR Math Assessment.	There will be at least a 3% increase of students scoring At/Above on the Winter 1 STAR Math Assessment from the fall baseline.	There will be at least a 6% increase of students scoring At/Above on the Winter 2 STAR Math Assessment from the fall baseline	There will be at least a 9% increase of students scoring At/Above on the Spring STAR Math Assessment from the fall baseline.

Priority: Strategic Plan: Priority 1, Goal 2 If we design and implement high-impact learning experiences to drive academic excellence (and provide students in K-8 with a solid foundation of arithmetic operations with whole numbers, fractions, and decimals, including fluency and understanding of the order of operations) then we will see and increase in student proficiency in math.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
English Language Arts Third Grade Reading- Increase Literacy proficiency in grade 3 By June 2026. we will increase, by at least 3% of students scoring Proficient/Advanced on the ELA PSSA, using the Spring 2024 ELA PSSA as a baseline. Indicator 1: Progress toward this goal will be measured by STAR ELA Reading Benchmarks Indicator 2: Progress toward this goal will be measured by students continuing to progress in grade level in Lexia Indicator 3: Progress toward this goal will be measured by Benchmark Unit Assessment Proficiency			
Measurable Goal Nickname (35 Character Max)			
ELA PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline of student proficiency will be determined using the fall STAR Reading Assessment.	There will be at least a 3% increase of students scoring At/Above on the Winter 1 STAR Reading Assessment from the fall baseline.	There will be at least a 6% increase of students scoring At/Above on the Winter 2 STAR Reading Assessment from the fall baseline.	There will be at least a 9% increase of students scoring At/Above on the Spring STAR Reading Assessment from the fall baseline.

Priority: Strategic Plan: Priority 1, Goal 1 If we design and implement high-impact learning experiences to drive academic excellence (and effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills), then we will see an increase literacy proficiency in grade 3.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Third Grade Reading- Increase Literacy proficiency in grade 3 By June 2026, there will be at least a 30% increase of Kindergarten students that demonstrate mastery in foundational literacy skills on the DIBELS Assessment. Interim Indicator 1: Progress toward this goal will be measured by DIBLES- Letter Names and Sounds Indicator 2: Progress toward this goal will be measured by Heggerty- Students will show proficiency in the blending phoneme subtest Indicator 3: Progress toward this goal will be measured by students continuing to progress in grade level in Lexia			
Measurable Goal Nickname (35 Character Max)			
Early Literacy Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline of student proficiency will be determined using the fall DIBELS Assessment.	No assessment is administered.	There will be at least a 15% increase of students scoring proficient/advanced on the Winter DIBELS Assessment from the fall baseline.	There will be at least a 30% increase of students scoring proficient/advanced on the Spring DIBELS Assessment from the fall baseline.

Priority: Strategic Plan: Priority 1, Goal 1 If we design and implement high-impact learning experiences to drive academic excellence (and effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills), then we will see an increase literacy proficiency in grade 3.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
English Language Arts Third Grade Reading- Increase Literacy proficiency in grade 3 By June 2026. we will increase, by at least 3% of ELD students qualifying for reclassification as former English language learners using the 2025 WIDA scores as a baseline. Indicator 1: Progress toward this goal will be measured by LAS Links Assessment 1 and 2 Indicator 2: Progress toward this goal will be measured by students continuing to progress in grade level in Lexia Indicator 3: Progress toward this goal will be measured by Benchmark Express Unit Assessment Proficiency			
Measurable Goal Nickname (35 Character Max)			
ELD Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline of student proficiency will be determined using the fall LAS Links Assessment	No assessment is administered	No assessment is administered	There will be at least a 9% increase of students meeting language level targets from the fall baseline.

Action Plan

Measurable Goals

Improve School Climate and Culture	ELA PSSA
Math PSSA	Early Literacy Goal
ELD Growth	

Action Plan For: School Wide Positive Behavior Plan

Measurable Goals:	
School climate and culture Strategic Plan Priority 2, Goal 1: Cultivate Conditions where all students feel safe, valued, empowered, and loved. Goal: By June 2026, the average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey. Indicator 1: Anti-Bullying learning opportunities every quarter Indicator 2: Reduce number of Level 3 and 4 infractions related to disrespect to peer, bullying, harassment, and verbal and physical altercations Indicator 3: Reduce Out of School Suspensions Target number of infractions determined at the end of quarter 1 There will be no more than 35 Level 3 and Level 4 infractions at the end of Quarter 4.	

Action Step		Anticipated Start/Completion Date	
Hold monthly positive behavior assemblies and develop a more effective school-wide positive behavior plan.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brighid McDonnell - Assistant Principal Emily Blumetti - School Counselor	Promethean Board	No	
Action Step		Anticipated Start/Completion Date	
Increase Parent and Family Engagement Events by 12%		2025-08-25	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jamie Hunara - Community in Schools Organizer Kristin Schlegel - 4th grade teacher and PTA teacher liaison	Materials needed will be dependent upon the event type and provided from the PTA or Community in Schools.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff and students will have a clear understanding of expectations for appropriate school behavior.	Create a running Google Sheet for Staff to add feedback and suggestions to future monthly positive behavior assemblies. Staff can also add input from students obtained during monthly meetings with the student advisory council.

Action Plan For: Improving math scores

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Utilize data to create small groups in which targeted math supports will be provided by the school interventionist.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nicole Razar - Interventionist	enVision Math materials Data from enVision Unit Assessments Data from STAR Math Assessments Data from Kindergarten USNS	No	
Action Step		Anticipated Start/Completion Date	
All teachers will go on at least two learning walks during the school year to see other grade levels providing instruction to students.		2025-08-25	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brigid McDonnell - Assistant Principal Nicole Razar - Interventionist	Look For Checklists based on Data Wise	No	
Action Step		Anticipated Start/Completion Date	
Collaborative data analyzation meetings with grade level teachers and/or subject area teachers.		2025-08-25	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nicole Razar - Interventionist Grade Level ILT members	Data from STAR Math results Data from enVision Assessments Data from Kindergarten USNS	No	
Action Step		Anticipated Start/Completion Date	
Collaborative planning sessions utilizing data with grade level teachers and/or subject area teachers.		2025-08-25	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nicole Razar - Interventionist Grade Level ILT members	Data from STAR Math results Data from enVision Assessments Data from Kindergarten USNS	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will build their capacity by learning ideas from each other. Tier 1 instruction will be as effective as possible due to data-based and collaboratively lesson planning. Common practices can be identified and implemented in classrooms including, having students frequently participate in collaborative discussions (turn and talk, think pair share, think pair write) during questioning portions of the lesson. All students will speak in complete sentences when participating in questioning during lessons.	Information collected from Walkthroughs conducted by administrators and documented in PA-Etep.

Action Plan For: Collaborative Data Analysis and Planning

Measurable Goals:	
English Language Arts Third Grade Reading- Increase Literacy proficiency in grade 3 By June 2026. we will increase, by at least 3% of students scoring Proficient/Advanced on the ELA PSSA, using the Spring 2024 ELA PSSA as a baseline. Indicator 1: Progress toward this goal will be measured by STAR ELA Reading Benchmarks Indicator 2: Progress toward this goal will be measured by students continuing to progress in grade level in Lexia Indicator 3: Progress toward this goal will be measured by Benchmark Unit Assessment Proficiency	

Action Step		Anticipated Start/Completion Date	
Utilize data to create small groups in which targeted reading supports will be provided by the school interventionist.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist - TBA Interventionist - Nicole Razar	Benchmark ELA materials Data from Benchmark Unit Assessments Data from STAR Reading Assessments Data from Lexia	No	
Action Step		Anticipated Start/Completion Date	
All teachers will go on at least two learning walks during the school year to see other grade levels providing instruction to students.		2025-08-25	2026-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brigid McDonnell - Assistant Principal Nicole Razar - Interventionist Reading Specialist - TBA	Look For Checklists based on Data Wise	No	
Action Step		Anticipated Start/Completion Date	
Collaborative data analyzation meetings with grade level teachers and/or subject area teachers.		2025-08-25	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nicole Razar - Interventionist Reading Specialist - TBA	Data from Benchmark Unit Assessments Data from STAR Reading Assessments Data from Lexia	No	
Action Step		Anticipated Start/Completion Date	
Collaborative planning sessions utilizing data with grade level teachers and/or subject area teachers.		2025-08-25	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist - TBA Nicole Razar - Interventionist	Data from Benchmark Unit Assessments Data from STAR Reading Assessments Data from Lexia	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency,
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	and Method)
Teachers will build their capacity by learning ideas from each other. Tier 1 instruction will be as effective as possible due to data-based and collaboratively lesson planning. Common practices can be identified and implemented in classrooms including, having students frequently participate in collaborative discussions (turn and talk, think pair share, think pair write) during questioning portions of the lesson. All students will speak in complete sentences when participating in questioning during lessons.	Information collected from Walkthroughs conducted by administrators and documented in PA-ESEP.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Improving math scores	Collaborative planning sessions utilizing data with grade level teachers and/or subject area teachers.
Collaborative Data Analysis and Planning	Collaborative planning sessions utilizing data with grade level teachers and/or subject area teachers.

Integrating Collaborative Learning and Discussion into Lesson Planning

Action Step		
Collaborative planning sessions utilizing data with grade level teachers and/or subject area teachers.		
Audience		
Grade Level and Content Area Teachers, Interventionist, Reading Specialist, Paraprofessionals		
Topics to be Included		
Collaborative Learning and Discussion (think-pair-share, think-pair-write, turn and talk, partner talk, group roles, random reporter).		
Evidence of Learning		
Teachers including collaborative learning and discussion in lesson plans. Students participating in collaborative learning and discussion during lessons, especially during question and answer portions of a lesson. A decrease of student hand-raising to answer questions during questioning and discussion.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Brigid McDonnell - assistant principal Trina Vaka - third grade teacher	2025-08-25	2026-06-02

Learning Format

Type of Activities	Frequency
Other	Once a month, during faculty professional development meetings.
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
School Improvement Facilitator Signature	Date