

Profile and Plan Essentials

School		AUN/Branch
Muhlenberg El Sch		121390302
Address 1		
740 N 21st 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		
JP Crescenzo		
Principal Email		
crescenzoj@allentownsd.org		
Principal Phone Number		Principal Extension
4847654860		4870
School Improvement Facilitator Name		School Improvement Facilitator Email
Ms. Melissa Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Heidi Becker	Other	Allentown School District	beckerh@allentownsd.org
Karen Towers Muniz	Education Specialist	Allentown School District	towersk@allentownsd.org
Katie Fanger	Teacher	Allentown School District	fangerk@allentownsd.org
Sherry Craig	Teacher	Allentown School District	craigs@allentownsd.org
Gina Fiorito	Teacher	Allentown School District	fioritog@allentownsd.org
Stacy Confer	Parent	Muhlenberg FTO	sconfer@eastpenn.org
Jasmine Napoli Chowdhury	Parent	Muhlenberg FTO	santo@thearchivepa.com
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Heather Dekrell	Parent	Muhlenberg FTO	heatherdekrell@yahoo.com
Tracey Bilger	Community Member	LVCC	muhlenberg@lvcconline.org
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Melissa Smith	District Level Leaders	Allentown School District	smithm@allentownsd.org
Jennifer Bryant	District Level Leaders	Allentown School District	bryantj@allentownsd.org
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Kiara Diaz	Teacher	Allentown School District	diazk@allentownsd.org
Alexis Hoke	Other	Allentown School District	hokea@allentownsd.org
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Vision for Learning

Vision for Learning

The mission of Muhlenberg Elementary is to serve the diverse educational needs of each student, by igniting their passion for learning and creating an academic culture. Muhlenberg Elementary 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
Grade 3 Reading score improved from 27% in 21/22, to 45.1% in 22/23 and 47.8% in 23/24.	This score is a small increase from the prior year and a major jump from the year before. The improvement can be attributed to two subgroups performing higher than the comparison year: Hispanic and Economically Disadvantaged.
All Muhlenberg students group made 3.4% growth in Math from '21/22 to '23/24.	This score is attributed to two subgroups performing higher than the comparison year: Hispanic and Economically Disadvantaged.
All Muhlenberg students group remained above statewide average with a 98.8% score (state average is 91.4%).	This score is below our target of 100% but higher than the score earned in 18/19, 19/20 and 20/21 school years.
Attendance improved from 64.3% in 22/23 to 72.1% in 23/24.	This score is attributed to growth across several subgroups.
Science: All student group growth from (16.7) in 22/23 to 18.4% in 23/24.	This score is attributed to growth in the Economically Disadvantaged subgroup.

Challenges

Indicator	Comments/Notable Observations
ELA: All student group is below state average and prior year for percent Proficient or Advanced.	While we increased scores 5% from the previous year, we are still at least 5% lower than prior numbers.
Math: All student group is below state average and prior year for percent Proficient or Advanced.	All student group has grown from 16% to 22% to 33% to 26% in the last few years. Statewide average is 40.2%.
PVAAS Growth Expectations ELA: All student group is down from 85% to 56%.	This is attributed to decreases in several subgroups.
PVAAS Growth Expectations Math: All student group is down from 100% to 69%.	This is attributed to decreases in several subgroups.
English Language Learner Proficiency as measured by ACCESS for ELLs: All student group is down from 52.7% to 36.8%.	This is attributed to decreases in several subgroups.
PA Climate Survey Results: Total Student Score = 2.96 Social Emotional Learning Average Domain Score: 3.17 Student Support Average Domain Score: 2.99 Safe School Climate Average Domain	Students are concerned about how they treat each other and interact.

Score: 2.76

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

Strengths

Indicator ELA PSSAs ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations 2 or More Races group increased from Insufficient Sample to 54.2%.
Indicator Career Standards Benchmark ESSA Student Subgroups Hispanic	Comments/Notable Observations Hispanic Group exceeded the Statewide Average in Career Standards Benchmark with 100.0%.
Indicator Science PSSAs ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged Subgroup increased from 50.95 to 66%.
Indicator Regular Attendance ESSA Student Subgroups Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners	Comments/Notable Observations Students in several subgroups improved attendance.

Challenges

Indicator ELA PSSAs ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations The percent Proficient or Advanced decreased across each subgroup.
Indicator Math PSSAs ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All student subgroups selected decreased from prior year.
Indicator English Language Proficiency ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners	Comments/Notable Observations Significant decreases across selected subgroups from prior year.

Indicator PA Climate Survey Student Results ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged	Comments/Notable Observations Students expressed concerns with how they treat each other and interact.
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Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Grade 3 Reading score improved from 27% in 21/22, to 45.1% to 22/23 and 47.8% in 23/24.
Attendance improved from 64.3% in 22/23 to 72.1% in 23/24.
All Muhlenberg students group remained above statewide average with a 98.8% score (state average is 91.4%).

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.

PVAAS Growth Expectations ELA: All student group is down from 85% to 56%. Black 73.5% Hispanic 62.7% White 68.3% Economically Disadvantaged 61.7% English Language Learner 68.6% Student with Disabilities 60.5% Statewide Average 73.9%
PVAAS Growth Expectations Math: All student group is down from 100% to 69%.
English Language Learner Proficiency as measured by ACCESS for ELLs: All student group is down from 52.7% to 36.8%.
PA Climate Survey Results: Total Student Score = 2.96 Social Emotional Learning Average Domain Score: 3.17 Student Support Average Domain Score: 2.99 Safe School Climate Average Domain Score: 2.76

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	15% decrease in Well Below from 53% to 38%. 23% increase in At or Above from 24% to 47%.
STAR Reading Benchmark	77% Advanced Proficient in 1st grade as compared to 33% in 5th grade.
LEXIA	49% of students moved into At or Above Grade Level Material. Percent of Movement into In/Above by grade: K - 83%, 1 - 29%, 2 - 36%, 3 - 50%, 4 - 21%, 5 - 40%

English Language Arts Summary

Strengths

47% of Kinder students increase to At or Above Level on DIBELS.
49% of students moved into At or Above Grade Level Material as measured by Lexia.

Challenges

33% of 4th grade students met LEXIA usage goals.
60% of third grade students scored Basic/Below Basic on the final benchmark STAR assessment. Percent of Grade Meeting Usage: 4 - 32%, 4th grade also made the lowest progress from BOY to EOY for movement into In/Above GLM.
55% of Kindergarteners remain below benchmark on DIBELS EOY.
K - 28 of the 62 in Below and Well Below turned 5 after the school year started

Mathematics

Data	Comments/Notable Observations
Universal Math Screener (Kindergarten)	3 of 5 teachers USNS (K only) EOY Composite Proficient 91%, 87%, 83%
STAR Math Benchmark	1-5 STAR Basic/Below Basic EOY 1 - 50% - 109 students tested 2 - 66% - 68 students tested 3 - 73% - 92 students tested 4 - 66% - 74 students tested 5 - 81% - 114 students tested

Mathematics Summary

Strengths

4th grade interrupts the downward trend of dropping scores.
1st grade shows the smallest number of students at Basic/Below Basic as measured by STAR.
Strong USNS scores in one particular Kindergarten class. Strategies could be shared.

Challenges

Fifty percent or more of the students, in each grade level (1-5), are performing at the basic to below basic level on the final STAR benchmark assessment.
The number of students in Basic/Below Basic essentially increases over time except for 4th grade.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
36.8% Science Proficiency on CDTs in 23/24 school year	This is a 7.7% improvement from last year

Science, Technology, and Engineering Education Summary

Strengths

Grades 4 & 5 showed improvement from prior year

Challenges

The test includes a lot of reading which could present challenges for particular subgroups such as ESL and LS.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index - Career Standards Benchmark	The All Student Group, Hispanic Group, and Economically and Disadvantaged Groups exceeded the Statewide Average in Career Standards Benchmark All Student 98.8% Hispanic 100.0% Economically Disadvantaged 98.7% Statewide Average 91.4%

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.

Muhlenberg Elementary is exceeding the career benchmarks as set forth by the Pennsylvania Department of Education.
The network of school counselors in the Allentown School District with support and guidance from our Student Services Department, continue to meet regularly to oversee the planning and implementation of the career standards benchmark programming.

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.

Affording classroom teachers with the time as well as physical resources and materials to more consistently support the Career Education & Work Academic Standards in the classroom.
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We have one guidance counselor for 600 students.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
56.86% of ESL students met LAS growth targets in 24/25.	Improvement of 5% from prior year. Number of Students who met growth targets: Kindergartners: 6 1st Graders: 8 2nd Graders: 10 3rd Graders: 9 4th Graders: 12 5th Graders: 13

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Hispanic Group and Economically and Disadvantaged Groups exceeded the Statewide Average in Career Standards Benchmark: Hispanic 100.0%; Economically
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Disadvantaged 98.7%; Statewide Average 91.4%
Student Subgroups above the statewide average in English Language Proficiency: Statewide Average: 31.7% Hispanic: 36.5% Economically Disadvantaged: 36.8% English Learner: 36.8% Combined Ethnicity: 36.5%
Student Subgroups that improved Regular Attendance Scores from prior year: Hispanic: 62.7% to 73% White: 68.3% to 72.5% Economically Disadvantaged: 61.7% to 68.3% English Learner: 68.6% to 79.5% Combined Ethnicity: 63.9% to 71.6%

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.

Our English Language Learner population continues to grow. We do not have adequate space in our current setup.
Only 1 Student Group satisfied the Statewide Average for Regular Attendance: Statewide Average: 78.1% English Learner: 79.5%

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
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	Not Yet Evident
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Not Yet Evident

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	Not Yet Evident
Monitor and evaluate the impact of professional learning on staff practices and student learning	Not Yet Evident

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curricular materials and lesson plans to the PA Standards. The goals, objectives, essential questions, and standards components of a plan help guide the direction of a lesson and are written as such.
Develop a SWPBIS with our key stakeholders. - Schoolwide Positive Behavior Intervention & Support (SWPBIS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBIS provides direction for developing a comprehensive system of behavior support tailored to individual school and student needs.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and 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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. - Develop and implement a more comprehensive and inclusive data meeting process with the leadership team and grade level teams.
Provide frequent, timely, and systematic feedback and support on instructional practices. - Increase the number of focused walkthroughs documented in PAETEP for each professional staff member.
Implement a multi-tiered system of supports for academics and behavior. - Develop and implement a more inclusive Care Team process in collaboration with Care leadership team and faculty.
Monitor and evaluate the impact of professional learning on staff practices and student learning

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
Grade 3 Reading score improved from 27% in 21/22, to 45.1% to 22/23 and 47.8% in 23/24.	True
Attendance improved from 64.3% in 22/23 to 72.1% in 23/24.	True
All Muhlenberg students group remained above statewide average with a 98.8% score (state average is 91.4%).	True
47% of Kinder students increase to At or Above Level on DIBELS.	True
49% of students moved into At or Above Grade Level Material as measured by Lexia.	True
4th grade interrupts the downward trend of dropping scores.	True
Muhlenberg Elementary is exceeding the career benchmarks as set forth by the Pennsylvania Department of Education.	True
The network of school counselors in the Allentown School District with support and guidance from our Student Services Department, continue to meet regularly to oversee the planning and implementation of the career standards benchmark programming.	False
Grades 4 & 5 showed improvement from prior year	False
Align curricular materials and lesson plans to the PA Standards. The goals, objectives, essential questions, and standards components of a plan help guide the direction of a lesson and are written as such.	False
Hispanic Group and Economically and Disadvantaged Groups exceeded the Statewide Average in Career Standards Benchmark: Hispanic 100.0%; Economically Disadvantaged 98.7%; Statewide Average 91.4%	False
Student Subgroups above the statewide average in English Language Proficiency: Statewide Average: 31.7% Hispanic: 36.5% Economically Disadvantaged: 36.8% English Learner: 36.8% Combined Ethnicity: 36.5%	True
Student Subgroups that improved Regular Attendance Scores from prior year: Hispanic: 62.7% to 73% White: 68.3% to 72.5% Economically Disadvantaged: 61.7% to 68.3% English Learner: 68.6% to 79.5% Combined Ethnicity: 63.9% to 71.6%	True
Strong USNS scores in one particular Kindergarten class. Strategies could be shared.	False
1st grade shows the smallest number of students at Basic/Below Basic as measured by STAR.	False
Develop a SWPBIS with our key stakeholders. - Schoolwide Positive Behavior Intervention & Support (SWPBIS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBIS provides direction for developing a comprehensive system of behavior support tailored to individual school and student needs.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school	True

community.	
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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
English Language Learner Proficiency as measured by ACCESS for ELLs: All student group is down from 52.7% to 36.8%.	True
PVAAS Growth Expectations ELA: All student group is down from 85% to 56%. Black 73.5% Hispanic 62.7% White 68.3% Economically Disadvantaged 61.7% English Language Learner 68.6% Student with Disabilities 60.5% Statewide Average 73.9%	True
PVAAS Growth Expectations Math: All student group is down from 100% to 69%.	True
Fifty percent or more of the students, in each grade level (1-5), are performing at the basic to below basic level on the final STAR benchmark assessment.	True
33% of 4th grade students met LEXIA usage goals.	True
Provide frequent, timely, and systematic feedback and support on instructional practices. - Increase the number of focused walkthroughs documented in PAETEP for each professional staff member.	True
Affording classroom teachers with the time as well as physical resources and materials to more consistently support the Career Education & Work Academic Standards in the classroom.	False
We have one guidance counselor for 600 students.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. - Develop and implement a more comprehensive and inclusive data meeting process with the leadership team and grade level teams.	True
Implement a multi-tiered system of supports for academics and behavior. - Develop and implement a more inclusive Care Team process in collaboration with Care leadership team and faculty.	False
60% of third grade students scored Basic/Below Basic on the final benchmark STAR assessment. Percent of Grade Meeting Usage: 4 - 32%, 4th grade also made the lowest progress from BOY to EOY for movement into In/Above GLM.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
55% of Kindergarteners remain below benchmark on DIBELS EOY.	True
K - 28 of the 62 in Below and Well Below turned 5 after the school year started	False
PA Climate Survey Results: Total Student Score = 2.96 Social Emotional Learning Average Domain Score: 3.17 Student Support Average Domain Score: 2.99 Safe School Climate Average Domain Score: 2.76	True
The test includes a lot of reading which could present challenges for particular subgroups such as ESL and LS.	True
Our English Language Learner population continues to grow. We do not have adequate space in our current setup.	True
Only 1 Student Group satisfied the Statewide Average for Regular Attendance: Statewide Average: 78.1% English Learner: 79.5%	False
The number of students in Basic/Below Basic essentially increases over time except for 4th grade.	True

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.

Several data sets provided both strengths and needs for consideration. It is also important to note that student strengths and needs across differing academic data sources were consistent.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
English Language Learner Proficiency as measured by ACCESS for ELLs: All student group is down from 52.7% to 36.8%.	How can we scale these supports to meet the needs of the growing ELL population?	True
PVAAS Growth Expectations ELA: All student group is down from 85% to 56%. Black 73.5% Hispanic 62.7% White 68.3% Economically Disadvantaged 61.7% English Language Learner 68.6% Student with Disabilities 60.5% Statewide Average 73.9%	What supports (staff, materials, schedules) helped these subgroups succeed?	True
PVAAS Growth Expectations Math: All student group is down from 100% to 69%.	How frequently are we monitoring progress and adjusting small-group instruction?	True
Fifty percent or more of the students, in each grade level (1-5), are performing at the basic to below basic level on the final STAR benchmark assessment.	Are we using Lexia and DIBELS data to group students for targeted instruction?	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. - Develop and implement a more comprehensive and inclusive data meeting process with the leadership team and grade level teams.	Are we using data meetings effectively to adjust instruction in real time?	False
Provide frequent, timely, and systematic feedback and support on instructional practices. - Increase the number of focused walkthroughs documented in PAETEP for each professional staff member.	Are teachers using data to drive small-group instruction?	False
33% of 4th grade students met LEXIA usage goals.	What barriers are preventing Lexia usage in 4th grade?	False
60% of third grade students scored Basic/Below Basic on the final benchmark STAR assessment. Percent of Grade Meeting Usage: 4 - 32%, 4th grade also made the lowest progress from BOY to EOY for movement into In/Above GLM.		False
Our English Language Learner population continues to grow. We do not have adequate space in our current setup.	Can we repurpose underutilized areas or adjust schedules to create more instructional space?	False
The test includes a lot of reading which could present challenges for particular subgroups such as ESL and LS.	Are we providing appropriate supports (e.g., read-alouds, extended time)?	False
55% of Kindergarteners remain below benchmark on DIBELS EOY.		False
The number of students in Basic/Below Basic essentially increases over time except for 4th grade.		False
PA Climate Survey Results: Total Student Score = 2.96 Social Emotional Learning Average Domain Score: 3.17 Student Support Average Domain Score: 2.99 Safe School Climate Average Domain Score: 2.76		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
47% of Kinder students increase to At or Above Level on DIBELS.	How can we replicate the successful interventions used in Kindergarten across other grades?
49% of students moved into At or Above Grade Level Material as measured by Lexia.	What additional resources or training do teachers need to implement these strategies effectively for more students?
Student Subgroups above the statewide average in English Language Proficiency: Statewide Average: 31.7% Hispanic: 36.5% Economically Disadvantaged: 36.8% English Learner: 36.8% Combined Ethnicity: 36.5%	What instructional practices have been most effective in improving English language proficiency, and how can we expand them?
Student Subgroups that improved Regular Attendance Scores from prior year: Hispanic: 62.7% to 73% White: 68.3% to 72.5% Economically Disadvantaged: 61.7% to 68.3% English Learner: 68.6% to 79.5% Combined Ethnicity: 63.9% to 71.6%	What specific strategies contributed to the improvement in attendance, and how can we apply them to students with chronic absenteeism?
Grade 3 Reading score improved from 27% in 21/22, to 45.1% in 22/23 and 47.8% in 23/24.	What additional resources or training do teachers need to implement these strategies effectively for more students?
Attendance improved from 64.3% in 22/23 to 72.1% in 23/24.	How can we engage families and community partners to support consistent attendance?
All Muhlenberg students group remained above statewide average with a 98.8% score (state average is 91.4%).	We must rededicate efforts to reach 100% compliance again for Career Standards artifacts.
4th grade interrupts the downward trend of dropping scores.	
Muhlenberg Elementary is exceeding the career benchmarks as set forth by the Pennsylvania Department of Education.	An additional guidance counselor would be beneficial to ensure this continues as our student population grows.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	What professional development programs can we offer to build leadership skills among staff?
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	How can we align our resources more effectively with our school improvement goals?

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IF LAS data is analyzed and acted upon for planning purposes, THEN students will be receiving targeted instruction to help them increase their English Language Proficiency.
	IF teachers utilize the core curriculum with fidelity, provide students with rigorous grade level instruction and provide appropriate supports to fill gaps in prior learning, THEN students will be prepared with knowledge and stamina for PSSA assessments.
	IF teachers utilize the core curriculum with fidelity, provide students with rigorous grade level instruction and provide appropriate supports to fill gaps in prior learning, THEN students will be prepared with knowledge and stamina for PSSA assessments.
	IF students were better equipped to control their anger, think before reacting, and calming themselves when upset, THEN they will be able to handle conflicts with others more appropriately and productively.

Goal Setting

Priority: IF teachers utilize the core curriculum with fidelity, provide students with rigorous grade level instruction and provide appropriate supports to fill gaps in prior learning, THEN students will be prepared with knowledge and stamina for PSSA assessments.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the 2026 ELA PSSA assessment, increase the percentage of students in grade 3-5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 ELA PSSA results.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Ensure all teachers are utilizing the curriculum based assessments and accurately recording assessment results. Administer baseline STAR Reading and DIBELS assessments for grades 3–5.	Launch small-group guided reading and intervention groups based on diagnostic data. 75% of students meet Lexia usage goals for at least 6 out of 8 weeks.	Implement writing across the curriculum in all content areas to strengthen comprehension and expression. Conduct peer observations focused on high-impact literacy strategies.	Begin post-assessment data analysis and reflection with staff. Celebrate student growth and teacher contributions through school-wide recognition and data showcases.

Priority: IF LAS data is analyzed and acted upon for planning purposes, THEN students will be receiving targeted instruction to help them increase their English Language Proficiency.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Increase the number of students meeting the interim goal and improvement target as measured in the PA Future Ready Index by 3 percentage points.			
Measurable Goal Nickname (35 Character Max)			
ELL Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Provide professional development for all teachers on integrating language objectives into content instruction.	Increase collaboration between ESL and general education teachers through co-planning or PLCs.	Monitor attendance and engagement of ELL students weekly to ensure consistent access to instruction. Provide mid-year PD refreshers on scaffolding strategies and culturally responsive teaching.	Use end-of-year data to revise ELL instructional plans and staffing needs for the next school year. Share success stories and effective practices school-wide to build momentum for continued improvement.

Priority: IF teachers utilize the core curriculum with fidelity, provide students with rigorous grade level instruction and provide appropriate supports to fill gaps in prior learning, THEN students will be prepared with knowledge and stamina for PSSA assessments.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the 2026 Math PSSA assessment, increase the percentage of students in grade 3-5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Ensure all teachers are utilizing the curriculum-based assessments and accurately recording assessment results. Complete baseline STAR Math assessments for all students in grades 3-5.	Conduct at least 2 focused math instructional walkthroughs per teacher with feedback documented in PAETEP. Grade-level teams meet biweekly to adjust instruction based on formative assessment data.	Implement targeted PSSA prep groups for students on the cusp of proficiency. Conduct peer walkthroughs to share effective math strategies across grade levels.	Begin post-assessment data analysis and reflection with staff. Celebrate student growth and teacher impact through school-wide recognition.

Priority: IF students were better equipped to control their anger, think before reacting, and calming themselves when upset, THEN they will be able to handle conflicts with others more appropriately and productively.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2026, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate surveys.			
Measurable Goal Nickname (35 Character Max)			
PA Climate Survey			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Implement schoolwide SEL curriculum (e.g., Second Step, Zones of Regulation) with 100% classroom participation. Increase student participation in school climate-building activities (e.g., kindness campaigns, spirit weeks).	Launch student leadership or peer mentoring programs to promote positive relationships. Begin monthly SEL data reviews with grade-level teams to identify trends and needs.	Host a family SEL night or workshop to strengthen school-home connections.	Administer end-of-year climate survey and analyze SEL domain score growth. Recognize classrooms and students demonstrating strong SEL growth and leadership.

Action Plan

Measurable Goals

ELA	ELL Proficiency
Math	PA Climate Survey

Action Plan For: Math

Measurable Goals:
By the 2026 Math PSSA assessment, increase the percentage of students in grade 3-5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.

Action Step		Anticipated Start/Completion Date	
Ensure all teachers are utilizing the curriculum-based assessment and accurately recording assessment results.		2025-08-25	2025-10-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
JP Crescenzo - Principal & Heidi Becker - Assistant Principal	District provided curriculum and relevant resources.	No	
Action Step		Anticipated Start/Completion Date	
Teachers will identify "bubble" students through 2025 PSSA scores and PVAAS Projections. Data is available in the fall.		2025-09-08	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sherry Craig - 4th grade teacher & Karen Towers Muniz - Interventionist	PSSA scores and PVAAS projections.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
3% growth on PSSA scores for the percentage of students in Proficient or Advanced.	Determine baseline at BOY, monthly grade level meetings, quarterly assessments and EOY assessment

Action Plan For: ELA

Measurable Goals:
By the 2026 ELA PSSA assessment, increase the percentage of students in grade 3-5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 ELA PSSA results.

Action Step		Anticipated Start/Completion Date	
Provide time for grade-level collaborative discussion and action planning centered around assessment results.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
JP Crescenzo - Principal & Heidi Becker - Assistant Principal	Scheduling to account for time and clear format/guidelines for meetings.	No	
Action Step		Anticipated Start/Completion Date	
Provide a mechanism for note-taking and action planning for the grade-level groups.		2025-08-25	2025-10-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Katie Fanger - 1st grade teacher & Heidi Becker - Assistant Principal	Meeting Agenda templates, note catcher and action step plans.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
3% growth on PSSA scores for the percentage of students in Proficient or Advanced.	Determine baseline at BOY, monthly grade level meetings, quarterly assessments and EOY assessment

Action Plan For: ELL Growth

Measurable Goals:
Increase the number of students meeting the interim goal and improvement target as measured in the PA Future Ready Index by 3 percentage points.

Action Step		Anticipated Start/Completion Date	
Use LAS data to create targeted lessons to promote ELD		2025-08-25	2025-10-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Janice Green & Marcia Zillitto - ESL teachers	LAS Data & Lesson Plan templates	No	
Action Step		Anticipated Start/Completion Date	
Provide core content teachers with professional learning on best practices		2025-08-25	2025-10-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leida Rosario - ELD Facilitator	Professional Development Catalog & Budget Amount	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase the number of students meeting the interim goal and improvement target as measured in the PA	LAS Data, class rosters, 1st marking period

Future Ready Index by 3 percentage points.	
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Action Plan For: Climate Survey

Measurable Goals:
By June 2026, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate surveys.

Action Step		Anticipated Start/Completion Date	
Provide students with coping mechanisms to deal with anger management - targeted social skills groups for identified students.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Alexis Hoke - School Counselor	SEL Curriculum & scheduled periods	No	
Action Step		Anticipated Start/Completion Date	
Provide students with alternatives to calming corner		2025-08-25	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Elizabeth Gehringer - Behavior Specialist	research on best practices, additional furniture, fidgets	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student score will increase to 3.4, as measured by responses to the climate surveys.	small group lessons, disciplinary reports, class-wide lessons

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
ELL Growth	Provide core content teachers with professional learning on best practices
Climate Survey	Provide students with alternatives to calming corner

Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date