Mosser El Sch

TSI Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Mosser Elementary School		121390302
Address 1		
129 S. Dauphin St.		
Address 2		
City	**State**	**Zip Code**
Allentown	PA	18109
Chief School Administrator		**Chief School Administrator Email**
Carol Birks		birksc@allentownsd.org
Principal Name		
Deanna J. Maguire		
Principal Email		
maguired@allentownsd.org		
Principal Phone Number		**Principal Extension**
484-765-5885		5885
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Melissa Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Deanna J. Maguire	Principal	Mosser	maguired@allentownsd.org
Sherri DeFrain	ESOL Teacher	Mosser	defrain@allentownsd.org
Lori Slack	Teacher	Mosser	slackl@allentownsd.org
Melissa Boandl	School Counselor	Mosser	boandlm@allentownsd.org
Carolina Reyes	Parent	Mosser	Caolix23@gmail.com
Melissa Smith	District Level Leaders	Admin Building	smithm@allentownsd.org
Kara Williams	Community Member	Communities in School	williamsk@allentownsd.org
Betty Dodson	Teacher	Mosser	dodsonb@allentownsd.org
Lauren Pysher	Teacher	Mosser	pysherl@allentownsd.org
Erin Amberman	Teacher	Mosser	ambermane@allentownsd.org
Claudia Walakovits	Teacher	Mosser	walakovitsc@allentownsd.org
Luz Wann	Parent	Mosser	luzmaria.wann3434@gmail.com
Philip Parise	Community Member	Mosser	parisep@ciseasternpa.org
Carol Birks	Chief School Administrator	Mosser	birksc@allentownsd.org
Jen Bryant	District Level Leaders	Mosser	bryantj@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
Mathematics All Student Group Exceeds the Standard Demonstrating Growth	Mathematics -Mosser All Student Group had an academic growth score of 100% compared to the state average of 75.3%. This exceeded the performance standard
English Language Growth and Attainment	English Language Growth and Attainment-Mosser All Student Group had a score of 57.4% compared to the state average of 31.7%.
Career Standards Benchmark All Student Group	Mosser All Student Group had 95.4% which met the performance standard. This was better than the state average of 91.4.

Challenges

Indicator	Comments/Notable Observations
ELA All Student group	ELA-Mosser All Student Group had 23.9% proficient or advanced which is lower than the statewide average of 53.9% in ELA
Math/Algebra All Student Group	Math-Mosser All Student Group only had 17.2% of students score proficient or advanced which is lower than the statewide average of 40.2% in Math
Regular Attendance	Mosser All Student Group had 63.3% regular attendance while the state average was 78.1%

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

Strengths

Indicator Mathematics **ESSA Student Subgroups** Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners	**Comments/Notable Observations** Mosser Hispanic, Economically Disadvantaged, English Learner, and Combined Ethnicity Groups had 100% growth index which exceeded the statewide growth standard of 75.3%
Indicator Mathematics **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Mosser Students with Disabilities Group had 96% growth score in math which exceeded the statewide growth standard of 75.3%

Indicator English Language Growth and Attainment **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 59.3% of Hispanic Group scored proficient or advanced in English language growth and attainment. That's higher than the statewide average of 31.7.
Indicator English Language Growth and Attainment **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 56.7% of Economically Disadvantaged Group scored proficient or advanced in English language growth and attainment. That's higher than the statewide average of 31.7.
Indicator English Language Growth and Attainment **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** 57.4% of Hispanic Group scored proficient or advanced in English language growth and attainment. That's higher than the statewide average of 31.7.
Indicator English Language Growth and Attainment **ESSA Student Subgroups** Combined Ethnicity	**Comments/Notable Observations** 58.3% of Hispanic Group scored proficient or advanced in English language growth and attainment. That's higher than the statewide average of 31.7.

Challenges

Indicator ELA **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** Mosser Hispanic Group scored 24.6% on the ELA PSSA. This is a decline from the previous year and lower than the statewide average of 53.9.
Indicator ELA **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Mosser Economically Disadvantaged Group scored 25.0% on the ELA PSSA. This is a decline from the previous year and lower than the statewide average of 53.9.
Indicator ELA **ESSA Student Subgroups** Combined Ethnicity	**Comments/Notable Observations** Mosser Combined Ethnicity Group scored 23.1% on the ELA PSSA. This is a decline from the previous year and lower than the statewide average of 53.9.
Indicator Meeting Annual Academic Growth Expecatations (PVAAS) - ELA **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** Mosser Students with Disabilities Group had a growth score of 68 which is lower than the previous year and lower than the statewide average of 75
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - ELA	**Comments/Notable Observations** Mosser Hispanic Group had a growth score of 59 which is lower than the previous year and lower than the statewide average of 75

ESSA Student Subgroups Hispanic	
Indicator Meeting Annual Academic Growth Expectations (PVAAS) -ELA **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Mosser Economically Disadvantaged Group had a growth score of 60 which is lower than the previous year and lower than the statewide average of 75
Indicator Meeting Annual Academic Growth Expectations (PVAAS) -ELA **ESSA Student Subgroups** Combined Ethnicity	**Comments/Notable Observations** Mosser Combined Ethnicity had a growth score of 61 which is lower than the previous year and lower than the statewide average of 75

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.

Mathematics -Mosser All Student Group had an academic growth score of 100% compared to the state average of 75.3%. This exceeded the performance standard
English Language Growth and Attainment-Mosser All Student Group had a score of 57.4% compared to the state average of 31.7%.
Mathematics- Mosser Hispanic, Economically Disadvantaged, English Learner, and Combined Ethnicity Groups had 100% growth index which exceeded the statewide growth standard of 75.3%

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.

ELA-Mosser All Student Group had 23.9% proficient or advanced which is lower than the statewide average of 53.9% in ELA
Mosser All Student Group had 63.3% regular attendance while the state average was 78.1%
Meeting Annual Academic Growth Expecatations (PVAAS) - ELA- Mosser Students with Disabilities Group had a growth score of 68 which is lower than the previous year and lower than the statewide average of 75
Math-Mosser All Student Group only had 17.2% of students score proficient or advanced which is lower than the statewide average of 40.2% in Math

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR All Student Group Grade 4	Mosser All Student Group had a baseline of 19% proficient or advanced in BOY and EOY score of 34% proficient or advanced on Star Reading.
STAR All Student Group Grade 5	Mosser All Student Group had a baseline of 22% proficient or advanced in BOY and EOY score of 34% proficient or advanced on Star Reading.
STAR LS Group (Grades 1-5)	Mosser LS Group had a baseline of 4% proficient or advanced in BOY and EOY score of 21% proficient or advanced on Star Reading.
STAR ELL Group (Grades 1-5)	Mosser ELL Group had a baseline of 6% proficient or advanced in BOY and EOY score of 13% proficient or advanced on Star Reading.
Lexia Core 5 Grade K	In the beginning of the year 10% of students were working on grade level; End of the year 95% of students are working at or above grade level on Lexia.
Lexia Core 5 Grade 2	At the beginning of the year 20% of students were working on grade level; End of the year 44% of students are working at or above grade level on Lexia.
Dibels	Mosser All Student Group had a baseline of 0% proficiency and an EOY proficiency of 39%
STAR All Student Group Grade 1	Mosser All Student Group had a baseline of 1% proficient or advanced in BOY and EOY score of 29% proficient or advanced on Star Reading.
STAR All Student Group Grade 2	Mosser All Student Group had a baseline of 13% proficient or advanced in BOY and EOY score of 25% proficient or advanced on Star Reading.
STAR All Student Group Grade 3	Mosser All Student Group had a baseline of 20% proficient or advanced in BOY and EOY score of 22% proficient or advanced on Star Reading.
Lexia Core 5 Grade 1	In the beginning of the year 15% of students were working on grade level; End of the year 76% of students are working at or above grade level on Lexia.
Lexia Core 5 Grade 4	At the beginning of the year, 0% of students were working on grade level; End of the year 46% of students are working at or above grade level on Lexia.
Lexia Core 5 Grade 5	At the beginning of the year, 0% of students were working on grade level; End of the year 16% of students are working at or above grade level on Lexia.
Lexia Core 5 Grade 3	At the beginning of the year, 3% of students were working on grade level; End of the year 49% of students are working at or above grade level on Lexia.

English Language Arts Summary

Strengths

Mosser Grade 1 All Student Group had a baseline of 1% proficient or advanced in BOY and EOY score of 29% proficient or advanced on Star Reading.
Mosser Kindergarten All Student Group had a baseline of 0% proficiency and an EOY proficiency of 39% on the Dibels Reading test.

Mosser Grade 4 All Student Group had a baseline of 19% proficient or advanced in BOY and EOY score of 34% proficient or advanced on Star Reading.
Mosser LS Group had a baseline of 4% proficient or advanced in BOY and EOY score of 21% proficient or advanced on Star Reading.

Challenges

Mosser Grade 3 All Student Group had a baseline of 20% proficient or advanced in fall and EOY score of 22% proficient or advanced on Star Reading.
Overall low reading proficiency across grade levels.

Mathematics

Data	**Comments/Notable Observations**
Universal Screener for Number Sense Grade Kinder	Mosser Kinder group had 1% proficient or advanced on the BOY benchmark and 57% proficient or advanced on the EOY benchmark for the Universal Screener for Number Sense
STAR Math IEP Student Group (Gr. 1-5)	Mosser IEP Student Group had a baseline of 9% proficient or advanced in fall and EOY score of 15% proficient or advanced on Star Math.
STAR Math ELL Student Group (Gr. 1-5)	Mosser ELL Student Group had a baseline of 8% proficient or advanced in fall and EOY score of 16% proficient or advanced on Star Math.
STAR Math All Student Group Grade 1	Mosser All Student Group had a baseline of 20% proficient or advanced in fall and EOY score of 34% proficient or advanced on Star Math.
STAR Math All Student Group Grade 2	Mosser All Student Group had a baseline of 25% proficient or advanced in fall and EOY score of 22% proficient or advanced on Star Math.
STAR Math All Student Group Grade 3	Mosser All Student Group had a baseline of 14% proficient or advanced in fall and EOY score of 26% proficient or advanced on Star Math.
STAR Math All Student Group Grade 4	Mosser All Student Group had a baseline of 15% proficient or advanced in fall and EOY score of 27% proficient or advanced on Star Math.
STAR Math All Student Group Grade 5	Mosser All Student Group had a baseline of 14% proficient or advanced in fall and EOY score of 22% proficient or advanced on Star Math.

Mathematics Summary

Strengths

Mosser Kinder group had 1% proficient or advanced on the BOY benchmark and 57% proficient or advanced on the EOY benchmark for the Universal Screener for Number Sense
Mosser Grade 1 All Student Group had a baseline of 20% proficient or advanced in fall and EOY score of 34% proficient or advanced on Star Math.

Challenges

Mosser Grade 2 All Student Group had a baseline of 25% proficient or advanced in fall and EOY score of 22% proficient or advanced on Star Math.
Overall low math proficiency across grade levels.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT (Gr. 4) 2024-2025	Mosser Gr. 4 had 26% proficiency on CDT in the EOY.
CDT (Gr. 4) 2024-2025	Mosser Gr. 4 had 28% proficiency on CDT in the BOY.

Science, Technology, and Engineering Education Summary

Strengths

On the 2024-2025 CDT, Mosser Gr. 4 had 28% proficiency on CDT in the BOY.

Challenges

On the 2024-2025 CDT, Mosser Gr. 4 had 26% proficiency on CDT in the EOY.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark All Student Group	Mosser All Student Group had 95.4% which met the performance standard. This was better than the state average of 91.4.
Career Standards Benchmark All Student Group	Mosser Students with Disabilities Group had 88.0% meet the performance standard which is less than the state average of 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.

Mosser All Student Group had 95.4% which met the performance standard. This was better than the state average of 91.4.

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.

Mosser Students with Disabilities Group had 88.0% meet the performance standard which is less than the state average of 91.4

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA results	Mosser reclassified 11 students per WIDA testing.
WIDA results	On WIDA, Writing remains an area of weakness.

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready Pa Index Meeting Annual Academic Growth Expectations (PVAAS)-ELA	Mosser Students with disabilities had a growth score of 68 on the ELA . This represents a decline from the previous year and is lower than the statewide growth score of 75.
Future Ready Pa Index Meeting Annual Academic Growth Expectations (PVAAS)-Math	Mosser Students with disabilities had a growth score of 96 on the math state test . This represents an increase from the previous year and is higher than the statewide growth score of 75.3.
STAR Reading	Mosser LS Group had a baseline of 4% proficient or advanced in BOY and EOY score of 21% proficient or advanced on Star Reading.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Pa Index ELA	Mosser Economically Disadvantaged Students were 25% proficient or advanced. This is a decline from the previous year and lower than the statewide average 53.9.
Future Ready Pa Index Science	Mosser Economically Disadvantaged Students were 46.4% proficient or advanced. This is a decline from the previous year and lower than the statewide average of 59.2.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Future Ready PA Index Math (PVAAS) -Mosser Hispanic Group had 100 growth index which exceeded the statewide growth standard of 75.3%
Black	Future Ready PA Index Regular Attendance -Mosser Black Student Group had 51.3% which is lower than the statewide goal of 94.1% but is an increase from the previous year.
White	Future Ready PA Index Regular Attendance-Mosser White Student Group had 65.6% which is lower than the statewide goal of 94.1% but is an increase from the previous year
2 or More Races	Future Ready PA Index Regular Attendance-Mosser 2 or more Races Student Group had 71.0% which is lower than the statewide goal of 94.1% but is an increase from the previous 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.

Mosser reclassified 11 students per WIDA testing.
Mosser Students with disabilities had a growth score of 96 on the math state test . This represents an increase from the previous year and is higher than the statewide growth score of 75.3.
Future Ready PA Index Math (PVAAS) -Mosser Hispanic Group had 100 growth index which exceeded the statewide growth standard of 75.3%

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.

Mosser Economically Disadvantaged Students were 25% proficient or advanced. This is a decline from the previous year and lower than the statewide average 53.9.
Mosser Economically Disadvantaged Students were 46.4% proficient or advanced. This is a decline from the previous year and lower than the statewide average of 59.2.
On WIDA, Writing remains an area of weakness.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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	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	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	Emerging
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	Operational
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	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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	Emerging

Summary

Strengths

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

Provide frequent, timely, and systematic feedback and support on instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

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?

Continuously monitor implementation of the school improvement plan and adjust as needed
Implement evidence-based strategies to engage families to support learning
Identify professional learning needs through analysis of a variety of data
Use multiple professional learning designs to support the learning needs of staff

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
Mathematics -Mosser All Student Group had an academic growth score of 100% compared to the state average of 75.3%. This exceeded the performance standard	False
English Language Growth and Attainment-Mosser All Student Group had a score of 57.4% compared to the state average of 31.7%.	False
Mathematics- Mosser Hispanic, Economically Disadvantaged, English Learner, and Combined Ethnicity Groups had 100% growth index which exceeded the statewide growth standard of 75.3%	True
Mosser Grade 1 All Student Group had a baseline of 1% proficient or advanced in BOY and EOY score of 29% proficient or advanced on Star Reading.	False
Mosser Kindergarten All Student Group had a baseline of 0% proficiency and an EOY proficiency of 39% on the Dibels Reading test.	False
On the 2024-2025 CDT, Mosser Gr. 4 had 28% proficiency on CDT in the BOY.	False
Mosser reclassified 11 students per WIDA testing.	True
Mosser Kinder group had 1% proficient or advanced on the BOY benchmark and 57% proficient or advanced on the EOY benchmark for the Universal Screener for Number Sense	False
Mathematics -Mosser All Student Group had an academic growth score of 100% compared to the state average of 75.3%. This exceeded the performance standard	False
English Language Growth and Attainment-Mosser All Student Group had a score of 57.4% compared to the state average of 31.7%.	False
Mosser LS Group had a baseline of 4% proficient or advanced in BOY and EOY score of 21% proficient or advanced on Star Reading.	False
Mosser Grade 1 All Student Group had a baseline of 20% proficient or advanced in fall and EOY score of 34% proficient or advanced on Star Math.	False
Mathematics- Mosser Hispanic, Economically Disadvantaged, English Learner, and Combined Ethnicity Groups had 100% growth index which exceeded the statewide growth standard of 75.3%	False
Mosser Grade 4 All Student Group had a baseline of 19% proficient or advanced in BOY and EOY score of 34% proficient or advanced on Star Reading.	False
Mosser All Student Group had 95.4% which met the performance standard. This was better than the state average of 91.4.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Foster a culture of high expectations for success for all students, educators, families, and community members	False

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	False
Mosser Students with disabilities had a growth score of 96 on the math state test . This represents an increase from the previous year and is higher than the statewide growth score of 75.3.	False
Future Ready PA Index Math (PVAAS) -Mosser Hispanic Group had 100 growth index which exceeded the statewide growth standard of 75.3%	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
ELA-Mosser All Student Group had 23.9% proficient or advanced which is lower than the statewide average of 53.9% in ELA	False
Mosser All Student Group had 63.3% regular attendance while the state average was 78.1%	True
Meeting Annual Academic Growth Expecatations (PVAAS) - ELA- Mosser Students with Disabilities Group had a growth score of 68 which is lower than the previous year and lower than the statewide average of 75	False
Mosser Grade 3 All Student Group had a baseline of 20% proficient or advanced in fall and EOY score of 22% proficient or advanced on Star Reading.	False
Math-Mosser All Student Group only had 17.2% of students score proficient or advanced which is lower than the statewide average of 40.2% in Math	False
Mosser Economically Disadvantaged Students were 25% proficient or advanced. This is a decline from the previous year and lower than the statewide average 53.9.	False
Mosser Students with Disabilities Group had 88.0% meet the performance standard which is less than the state average of 91.4	False
On the 2024-2025 CDT, Mosser Gr. 4 had 26% proficiency on CDT in the EOY.	False
Overall low reading proficiency across grade levels.	True
ELA-Mosser All Student Group had 23.9% proficient or advanced which is lower than the statewide average of 53.9% in ELA	False
Mosser All Student Group had 63.3% regular attendance while the state average was 78.1%	False
Meeting Annual Academic Growth Expecatations (PVAAS) - ELA- Mosser Students with Disabilities Group had a growth score of 68 which is lower than the previous year and lower than the statewide average of 75	False
Math-Mosser All Student Group only had 17.2% of students score proficient or advanced which is lower than the statewide average of 40.2% in Math	False
Mosser Grade 2 All Student Group had a baseline of 25% proficient or advanced in fall and EOY score of 22% proficient or advanced on Star Math.	False
Overall low math proficiency across grade levels.	True

Continuously monitor implementation of the school improvement plan and adjust as needed	False
Implement evidence-based strategies to engage families to support learning	True
Identify professional learning needs through analysis of a variety of data	True
Mosser Economically Disadvantaged Students were 46.4% proficient or advanced. This is a decline from the previous year and lower than the statewide average of 59.2.	False
Use multiple professional learning designs to support the learning needs of staff	False
On WIDA, Writing remains an area of weakness.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Overall low reading proficiency across grade levels.	Deficiencies in foundational literacy skills that effect comprehension. A need for strong tier 1 instruction and tiered supports to ensure that all students have access to tier 1 curriculum and differentiated instruction to meet their needs.	True
Mosser All Student Group had 63.3% regular attendance while the state average was 78.1%	As a team, we discussed the concerning gap between Mosser's regular attendance rate of 63.3% and the state average of 78.1%, identifying root causes such as transportation issues, health-related absences, and inconsistent family engagement. We explored targeted strategies to address these barriers, including incentive programs, increased home outreach, and fostering a more welcoming school climate. Additionally, we emphasized the importance of closely monitoring attendance data and implementing early, tiered interventions to support at-risk students.	True
Overall low math proficiency across grade levels.	The team reflected on the overall low math proficiency across grade levels and discussed possible contributing factors, including gaps in foundational skills, inconsistent instructional practices, and limited intervention support. We explored strategies such as strengthening Tier 1 instruction, providing targeted small-group interventions, and increasing professional development focused on math content and pedagogy. We also emphasized the importance of using data to guide instruction and track student progress consistently.	True
Implement evidence-based strategies to engage families to support learning	We discussed the importance of implementing evidence-based strategies to engage families in supporting student learning, recognizing that strong school-home partnerships can significantly impact achievement. Ideas included hosting family academic nights, providing resources in multiple languages, and offering workshops that equip families with tools to help their children at home. We also emphasized consistent, two-way communication and building trust with families as key components of effective engagement.	False
Identify professional learning needs through analysis of a variety of data	Our team discussed the need to identify professional learning priorities by analyzing a variety of data sources, including student achievement results, classroom observations, and staff surveys. This data-driven approach allows us to align professional development with actual instructional gaps and teacher needs. We emphasized the importance of ongoing, job-embedded learning opportunities that directly support improved student outcomes.	False
On WIDA, Writing remains an area of weakness.	The team discussed how writing continues to be an area of weakness on the WIDA assessment, particularly in the development of academic and extended written responses. We explored the need to integrate more structured writing opportunities into daily instruction, provide sentence frames and models, and explicitly teach grammar and vocabulary to support language development. We also considered increasing collaboration between EL and general education teachers to better support writing across content areas.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points

Mosser reclassified 11 students per WIDA testing.	The team celebrated the reclassification of 11 students through WIDA testing as a strong indicator of effective language instruction and support for English Learners. We discussed successful strategies such as scaffolding, targeted vocabulary, and small-group instruction. Moving forward, we aim to replicate these practices and ensure continued support for recently exited EL students.
Mathematics- Mosser Hispanic, Economically Disadvantaged, English Learner, and Combined Ethnicity Groups had 100% growth index which exceeded the statewide growth standard of 75.3%	The team recognized the outstanding achievement of a 100% growth index in mathematics for our Hispanic, Economically Disadvantaged, English Learner, and Combined Ethnicity groups, far exceeding the state standard of 75.3%. We discussed how this growth reflects the impact of targeted instruction, data-driven interventions, and staff commitment to equity. We also explored ways to sustain and build on this momentum across all student groups.
Provide frequent, timely, and systematic feedback and support on instructional practices	We discussed the importance of providing frequent, timely, and systematic feedback to strengthen instructional practices across the building. The team emphasized the value of regular classroom walk-throughs, coaching cycles, and collaborative planning sessions to support teacher growth. We also noted that consistent feedback helps align instruction to school goals and improves student outcomes.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to strengthen and align our reading instruction across all grade levels by implementing consistent, research-based practices and providing targeted interventions to better support students' literacy development. If we offer more vertical planning focused on our curriculum, along with learning walks and share-outs from professional development, then we will strengthen instructional alignment and share effective practices across the school.
	We need to improve student attendance by strengthening our systems for monitoring, outreach, and intervention, with a focus on building strong relationships with families and addressing barriers to regular attendance. If strong accountability structures are in place and chronic absenteeism is consistently monitored, then proactive interventions will be implemented to increase student attendance and foster a culture that promotes and values being in school every day.
	We need to enhance math instruction across all grade levels by adopting consistent, evidence-based teaching strategies and providing targeted interventions to address skill gaps. If we implement dedicated time for pretesting, deeper data analysis, and spiral review, then we will better understand where students are starting and can more effectively tailor instruction to meet their needs, improving instructional coherence and boosting student math proficiency.
	We need to improve English Learners' writing skills by embedding more structured and consistent writing opportunities across content areas and explicitly teaching academic language, grammar, and sentence structure. If we strengthen collaboration between EL and general education teachers and provide targeted writing supports, then students will develop greater confidence and proficiency in written expression on WIDA and beyond. If we ensure all homeroom teachers are pulling ELD students for instruction with a clear focus on writing, then we will continue to see large numbers of students successfully reclassified through WIDA.

Goal Setting

Priority: We need to strengthen and align our reading instruction across all grade levels by implementing consistent, research-based practices and providing targeted interventions to better support students' literacy development. If we offer more vertical planning focused on our curriculum, along with learning walks and share-outs from professional development, then we will strengthen instructional alignment and share effective practices across the school.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 10% Indicator 3: Decrease the number of students in below basic			
Measurable Goal Nickname (35 Character Max)			
English Language Arts			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
STAR Benchmark Assessment to be determined at baseline.	STAR ELA 3% increase from baseline grades 3-5.	STAR ELA 6% increase from baseline grades 3-5.	STAR ELA 10% increase from baseline grades 3-5.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 Increase the percentage of Kindergarten students demonstrating foundational literacy skill (e.g.) phonological awareness, letter sound recognition, early decoding) from {baseline Percentage} to {target percentary} as measured by the Kindergarten DIBELS Composite Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 3 by 30% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 3 by 25% Indicator 3: Decrease the number of students in below basic			
Measurable Goal Nickname (35 Character Max)			
Early Literacy Dibels			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
DIBELS Assessment to be determined at baseline.	DIBELS Assessment proficiency will increase by 10%	DIBELS Assessment proficiency will increase by 20%	DIBELS Assessment proficiency will increase by 30%

Priority: We need to improve student attendance by strengthening our systems for monitoring, outreach, and intervention, with a focus on building strong relationships with families and addressing barriers to regular attendance. If strong accountability structures are in place and chronic absenteeism is consistently monitored, then proactive interventions will be implemented to increase student attendance and foster a culture that promotes and values being in school every day.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Priority 1: Academic Excellence. Goal 4: The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. By June 2026, decrease Chronic Absenteeism from 34% to 20%. Indicator 1: Increase daily average attendance from 91% to 94% Indicator 2: Increase daily average attendance per quarter Indicator 3: Hold at least 4 Family Engagement Events			
Measurable Goal Nickname (35 Character Max)			
Attendance Outcomes			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Less than 34% of students deemed chronically absent	Less than 29% of students deemed chronically absent	Less than 24% of students deemed chronically absent	Less than 20% of students deemed chronically absent

Priority: We need to enhance math instruction across all grade levels by adopting consistent, evidence-based teaching strategies and providing targeted interventions to address skill gaps. If we implement dedicated time for pretesting, deeper data analysis, and spiral review, then we will better understand where students are starting and can more effectively tailor instruction to meet their needs, improving instructional coherence and boosting student math proficiency.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Priority 1: Academic Excellence: Goal 2: Increase the percentage of students passing Algebra I by 9th Grade By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 12% Indicator 3: Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 4%			
Measurable Goal Nickname (35 Character Max)			
Mathematics Proficiency			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
STAR Benchmark Assessment to be determined at baseline.	STAR Math 3% increase from baseline grades 3-5.	STAR Math 6% increase from baseline grades 3-5.	STAR Math 10% increase from baseline grades 3-5.

Priority: We need to improve English Learners' writing skills by embedding more structured and consistent writing opportunities across content areas and explicitly teaching academic language, grammar, and sentence structure. If we strengthen collaboration between EL and general education teachers and provide targeted writing supports, then students will develop greater confidence and proficiency in written expression on WIDA and beyond. If we ensure all homeroom teachers are pulling ELD students for instruction with a clear focus on writing, then we will continue to see large numbers of students successfully reclassified through WIDA.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Priority 3 Creating Pathways for Tomorrow Goal 2 Increase opportunities for students in grades PreKindergarten through 12 to participate in forward-thinking and enriching activities that enhance student learning. By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. Indicator 1: Increase the number of ELs moving from level 1 to level 2 as measured by WIDA performance Indicator 2: Increase the number of ELs moving from level 2 to level 3 as measured by WIDA 60% of identified EL students in Mosser School will meet or exceed LAS growth expectations as measured by the BOY and EOY iteration of LAS Links.			
Measurable Goal Nickname (35 Character Max)			
Language Growth and Attainment			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
LAS Links baseline to be determined at baseline.	LAS Links 30% increase from baseline	LAS Links 60% increase from baseline	WIDA 3% increase from previous year

Action Plan

Measurable Goals

English Language Arts	Early Literacy Dibels
Attendance Outcomes	Mathematics Proficiency
Language Growth and Attainment	

Action Plan For: Establish a team structure with specific duties and time for instructional planning.

Measurable Goals:

- Priority 1: Academic Excellence: Goal 2: Increase the percentage of students passing Algebra I by 9th Grade By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 12% Indicator 3: Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 4%
- Priority 3 Creating Pathways for Tomorrow Goal 2 Increase opportunities for students in grades PreKindergarten through 12 to participate in forward-thinking and enriching activities that enhance student learning. By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. Indicator 1: Increase the number of ELs moving from level 1 to level 2 as measured by WIDA performance Indicator 2: Increase the number of ELs moving from level 2 to level 3 as measured by WIDA 60% of identified EL students in Mosser School will meet or exceed LAS growth expectations as measured by the BOY and EOY iteration of LAS Links.
- Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 10% Indicator 3: Decrease the number of students in below basic
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- Priority 1: Academic Excellence. Goal 4: The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. By June 2026, decrease Chronic Absenteeism from 34% to 20%. Indicator 1: Increase daily average attendance from 91% to 94% Indicator 2: Increase daily average attendance per quarter Indicator 3: Hold at least 4 Family Engagement Events

Action Step	**Anticipated Start/Completion Date**	
Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks and systems.	2025-08-18	2026-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Bryant NIC Leader, Deanna Maguire, Principal, Nicholas Rolland , Asst. Principal, Amy Asbath, Intervention Specialist, Michelle Johnston EL Facilitator	Instructional Rounds Schedule Time to meet with staff to develop knowledge of the Instructional Rounds Process and the development of the Problem of Practice Plan for sharing out best practices to our staff.	Yes	
Action Step		**Anticipated Start/Completion Date**	
Implement an evidence-based, multi-tiered system of support framework for students and their families to improve regular school attendance and provide additional resources for students at risk of chronic absenteeism.		2025-08-18	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Nicholas Rolland, Assistant Principal, Melissa Boandl, School Counselor, Ana Martinez, Outreach Worker	Biweekly meetings to review student attendance and updates of successful support Quarterly review of tiered systems in place, students on school reassignment Student Attendance Improvement Meeting template and schedule of meetings School communication (policy, importance of attendance, school calendar, temporary absence permit procedures, excessive absence, etc.)	No	
Action Step		**Anticipated Start/Completion Date**	
Collaborative Planning and Professional Learning will occur biweekly with grade level teams; once with co-teachers and once with the entire grade level team. This will occur both during school hours as well as after school hours. The focus will be the implementation of best practices in literacy and math instruction within the new ELA and Math curricula.		2025-09-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanna Maguire, Principal, Nicholas Rolland, Assistant Principal, Amy Asbath, Intervention Specialist, Reading Specialist	Schedule of professional learning and planning sessions for both after school and during school Monthly assessment folders Curricular documents and materials	Yes	
Action Step		**Anticipated Start/Completion Date**	
Leadership Team will meet quarterly to review data and assess progress towards school improvement goals. Adjustments will be made and data will be shared schoolwide on a quarterly basis.		2025-09-24	2026-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanna Maguire, Principal, Nicholas Rolland, Assistant Principal, Amy Asbath, Intervention Specialist, Reading Specialist	Planned meeting, agendas	No	
Action Step		**Anticipated Start/Completion**	

		Date	
Ensure appropriate staffing to support instructional improvement to include supervisors of instruction, reading specialists, intervention specialists, social workers, dean of students and teachers.		2025-08-25	2026-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jen Bryant, NIC Leader, Jasmine Velez, Human Capital Manager, Deanna Maguire, Principal	Title 1 funding	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improved shared leadership, increased staff collaboration, consistent use of data to drive decisions, and strengthened instructional practices that lead to continuous school improvement.	Walkthroughs in PA Etep across in ELA and math

Action Plan For: Provide a tiered system of instructional and behavioral supports and interventions

Measurable Goals:

- Priority 1: Academic Excellence: Goal 2: Increase the percentage of students passing Algebra I by 9th Grade By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 12% Indicator 3: Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 4%
- Priority 3 Creating Pathways for Tomorrow Goal 2 Increase opportunities for students in grades PreKindergarten through 12 to participate in forward-thinking and enriching activities that enhance student learning. By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. Indicator 1: Increase the number of ELs moving from level 1 to level 2 as measured by WIDA performance Indicator 2: Increase the number of ELs moving from level 2 to level 3 as measured by WIDA 60% of identified EL students in Mosser School will meet or exceed LAS growth expectations as measured by the BOY and EOY iteration of LAS Links.
- Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 10% Indicator 3: Decrease the number of students in below basic
- Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 Increase the percentage of Kindergarten students demonstrating foundational literacy skill (e.g.) phonological awareness, letter sound recognition, early decoding) from {baseline Percentage} to {target percentary} as measured by the Kindergarten DIBELS Composite Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 3 by 30% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 3 by 25% Indicator 3: Decrease the number of students in below basic
- Priority 1: Academic Excellence. Goal 4: The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic

absenteeism. By June 2026, decrease Chronic Absenteeism from 34% to 20%. Indicator 1: Increase daily average attendance from 91% to 94% Indicator 2: Increase daily average attendance per quarter Indicator 3: Hold at least 4 Family Engagement Events

Action Step		**Anticipated Start/Completion Date**	
Administer academic and behavioral screeners to all students 3–4 times per year and apply decision rules to identify students in need of targeted interventions.		2025-09-02	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanna Maguire, Principal, Nicholas Rolland, Assistant Principal, Amy Asbath, Intervention Specialist, Reading Specialist, Melissa Boandl, School Counselor, Behavior Specialist	Materials and staffing for interventions	No	
Action Step		**Anticipated Start/Completion Date**	
Implement a three-tiered instructional model using evidence-based programs aligned to student needs and supported by ongoing professional development.		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanna Maguire, Principal, Nicholas Rolland, Assistant Principal, Classroom Teachers, Amy Asbath, Intervention Specialist, Reading Specialist, Melissa Boandl, School Counselor, Behavior Specialist	Intervention and enrichment materials, Heggarty, Reading A-Z. Title 1 funds will support this action step with services, supplies, staffing and PD	Yes	
Action Step		**Anticipated Start/Completion Date**	
Intervention plans will be documented, detailing the type, frequency, and delivery of support, with systems in place to guide selection, assignment, and fidelity monitoring.		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Amy Asbath, Intervention Specialist, Reading Specialist, Melissa Boandl, School Counselor, Behavior Specialist	Intervention materials and tools; Title Funds will support this action step; Technology will be needed	No	
Action Step		**Anticipated Start/Completion Date**	
CARE Team will meet weekly to review student data, referrals, screening results, progress monitoring, and outcome data in order to determine appropriate supports and adjust instruction and interventions based on student needs.		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanna Maguire, Principal, Nicholas Rolland, Assistant Principal, Amy Asbath, Intervention Specialist, Reading Specialist, Melissa Boandl,	Scheduled meetings, appropriate screeners, MTSS	No	

School Counselor, Behavior Specialist, Sabrina Scotto, School Psychologist, Kara Williams, CIS			
Action Step		**Anticipated Start/Completion Date**	
Continue to implement Lexia as a reading intervention/enrichment. Lexia is a supplemental online program that provides adaptive instruction for students in grades K-5. The program aims to individualize instruction for each student using unique paths through the curriculum that match each students' level of comprehension and learning style.		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classrooms Teachers, Amy Asbath, Intervention Specialist, Reading Specialist	Staffing, Professional Development, Technology and Supplies will support this step	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students will receive timely, targeted academic and behavioral supports based on data, leading to improved student performance, reduced learning gaps, and increased overall success across all tiers.	The CARE Team will meet weekly and Instructional Support Teams biweekly to review data and adjust supports. Fidelity will be monitored through intervention logs, walk-throughs, and meeting documentation. Student growth and progress monitoring data will be used to evaluate the effectiveness of implementation.

Action Plan For: Provide two way school-home communication linked to learning

Measurable Goals:

- Priority 1: Academic Excellence: Goal 2: Increase the percentage of students passing Algebra I by 9th Grade By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 12% Indicator 3: Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 4%
- Priority 3 Creating Pathways for Tomorrow Goal 2 Increase opportunities for students in grades PreKindergarten through 12 to participate in forward-thinking and enriching activities that enhance student learning. By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. Indicator 1: Increase the number of ELs moving from level 1 to level 2 as measured by WIDA performance Indicator 2: Increase the number of ELs moving from level 2 to level 3 as measured by WIDA 60% of identified EL students in Mosser School will meet or exceed LAS growth expectations as measured by the BOY and EOY iteration of LAS Links.
- Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 10% Indicator 3: Decrease the number of students in below basic
- Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 Increase the percentage of Kindergarten students

demonstrating foundational literacy skill (e.g.) phonological awareness, letter sound recognition, early decoding) from {baseline Percentage} to {target percentary} as measured by the Kindergarten DIBELS Composite Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 3 by 30% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 3 by 25% Indicator 3: Decrease the number of students in below basic

- Priority 1: Academic Excellence. Goal 4: The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. By June 2026, decrease Chronic Absenteeism from 34% to 20%. Indicator 1: Increase daily average attendance from 91% to 94% Indicator 2: Increase daily average attendance per quarter Indicator 3: Hold at least 4 Family Engagement Events

Action Step		**Anticipated Start/Completion Date**	
Foster ongoing, two-way communication between school personnel and families that is candid, supportive, and responsive to family input and needs.		2025-08-25	2026-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanna Maguire, Principal, Nicholas Rolland, Assistant Principal, Amy Asbath, Intervention Specialist, Classroom Teachers, Melissa Boandl, School Counselor	Title 1 money to support family needs	No	
Action Step		**Anticipated Start/Completion Date**	
Maintain and update the Mosser Family website that includes resources for home learning, school announcements, upcoming parent events, and clear procedures for families to share input or post items.		2025-08-25	2026-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanna Maguire, Principal, Nicholas Rolland, Assistant Principal, Amy Asbath, Intervention Specialist, Classroom Teachers, Melissa Boandl, School Counselor	Website, Resources	No	
Action Step		**Anticipated Start/Completion Date**	
Host at least four in-person family engagement events throughout the year that model academic and behavioral strategies (Booktacular, Holiday Literacy Night, STEAM Family Night, SEL Rock Painting, Math Family Fun Night) families can use at home.		2025-08-25	2026-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanna Maguire, Principal, Nicholas Rolland, Assistant Principal, Amy Asbath, Intervention Specialist, Classroom Teachers, Melissa Boandl, School Counselor, CIS Coordinator	Title 1 money for supplies	No	
Action Step		**Anticipated Start/Completion Date**	
Require each grade level teams to hold two Zoom events annually to share information about attendance, online tutoring, and other school and community resources available to support students and families.		2025-09-25	2026-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanna Maguire, Principal, Nicholas Rolland, Assistant Principal, Amy Asbath, Intervention Specialist, Classroom Teachers, Melissa Boandl, School Counselor	Title 1 money for supplies, Brainfuse Tutoring, Community resources	No	

Action Step		Anticipated Start/Completion Date	
Make connections with incoming registered kinder families and offer parent engagement activities to build kinder readiness skills		2025-08-25	2026-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Deanna Maguire, Principal, Nicholas Rolland, Assistant Principal, Amy Asbath, Intervention Specialist, Classroom Teachers, Melissa Boandl, School Counselor, CIS Coordinator	Staffing and supplies-Title funds will help support this step	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased family engagement and collaboration, improved communication between home and school, and greater family understanding of how to support learning at home—leading to stronger academic and behavioral outcomes for students.	CIS and school leadership team will monitor implementation monthly by reviewing attendance at family events and collecting feedback through surveys and informal check-ins. Website updates will be reviewed quarterly to ensure content remains relevant and accessible. Evaluation of effectiveness will include analysis of participation data, parent survey results, and the impact on student performance and engagement.

Action Plan For: Extend learning opportunities for students

Measurable Goals:

- Priority 1: Academic Excellence: Goal 2: Increase the percentage of students passing Algebra I by 9th Grade By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 12% Indicator 3: Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 4%
- Priority 3 Creating Pathways for Tomorrow Goal 2 Increase opportunities for students in grades PreKindergarten through 12 to participate in forward-thinking and enriching activities that enhance student learning. By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. Indicator 1: Increase the number of ELs moving from level 1 to level 2 as measured by WIDA performance Indicator 2: Increase the number of ELs moving from level 2 to level 3 as measured by WIDA 60% of identified EL students in Mosser School will meet or exceed LAS growth expectations as measured by the BOY and EOY iteration of LAS Links.
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Quarter 3 by 30% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 3 by 25% Indicator 3: Decrease the number of students in below basic

- Priority 1: Academic Excellence. Goal 4: The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. By June 2026, decrease Chronic Absenteeism from 34% to 20%. Indicator 1: Increase daily average attendance from 91% to 94% Indicator 2: Increase daily average attendance per quarter Indicator 3: Hold at least 4 Family Engagement Events

Action Step		**Anticipated Start/Completion Date**	
Targeted Extended Learning Opportunities for students in ELA. Tier 1 Intervention Programs in extended learning.		2025-09-08	2026-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
21st Century Coordinator, Amy Asbath, Intervention Specialist	Staffing-Teachers, Security, Paras-Title 1 funds will support this action step- to be used to support both reading and math; materials and technology will be needed to support	No	
Action Step		**Anticipated Start/Completion Date**	
Targeted Extended Learning Opportunities for students in math. Tier 1 Intervention Programs in extended learning		2025-09-08	2026-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
21st Century Coordinator, Amy Asbath, Intervention Specialist	Staffing-Teachers, Security, Paras-Title 1 funds will support this action step- to be used to support both reading and math; materials and technology will be needed to support	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased student engagement and confidence as teachers create opportunities to close learning gaps through real-world, nontraditional learning experiences—leading to improved academic performance, development of essential life skills, and greater success.	Quarterly data by the admin team to review the progress of students in extended learning by reviewing STAR data, Lexia, and intervention data.

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
Establish a team structure with specific duties and time for instructional planning.	Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks and systems.
Establish a team structure with specific duties and time for instructional planning.	Collaborative Planning and Professional Learning will occur biweekly with grade level teams; once with co-teachers and once with the entire grade level team. This will occur both during school hours as well as after school hours. The focus will be the implementation of best practices in literacy and math instruction within the new ELA and Math curricula.
Provide a tiered system of instructional and behavioral supports and interventions	Implement a three-tiered instructional model using evidence-based programs aligned to student needs and supported by ongoing professional development.

Instructional Rounds

Action Step		
• Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks and systems.		
Audience		
District Administration, School Administration, Instructional Leadership Team, Teachers		
Topics to be Included		
Best practices in instruction		
Evidence of Learning		
Communication to the staff of best practices observed and an action plan created		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Deanna Maguire, Principal	2025-09-25	2026-06-10

Learning Format

Type of Activities	**Frequency**
Classroom/school visitation	1x per year for all staff
Observation and Practice Framework Met in this Plan	
• 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Structured Literacy

Collaborative Planning

Action Step		
• Collaborative Planning and Professional Learning will occur biweekly with grade level teams; once with co-teachers and once with the entire grade level team. This will occur both during school hours as well as after school hours. The focus will be the implementation of best practices in literacy and math instruction within the new ELA and Math curricula.		
Audience		
Mosser Teachers		
Topics to be Included		
Teachers will begin by unpacking the new ELA and Math curricula, examining standards, pacing guides, and ensuring vertical alignment across grade levels. Literacy-focused sessions will explore best practices such as structured literacy, small-group guided reading, vocabulary development, and writing across genres using mentor texts. Math PD will emphasize conceptual understanding through the CPA model, number talks, productive struggle, and differentiated instruction using math centers and routines. Co-teaching teams will engage in training on effective models of collaboration, including station teaching, parallel teaching, and leveraging strengths to support all learners. Sessions will also focus on using formative and benchmark data to drive instruction, inform student groupings, and plan interventions. Grade-level teams will collaborate on the development of common formative assessments, rubrics, and aligned success criteria. Peer observation cycles and feedback protocols will support reflection and continuous improvement. Finally, teachers will set instructional goals aligned to the school improvement plan and reflect on progress throughout the year to guide ongoing professional growth.		
Evidence of Learning		
Evidence of learning will include aligned lesson plans that incorporate best practices from the new ELA and Math curricula, along with agendas and notes from collaborative planning sessions. Walkthroughs and classroom observations will document the implementation of instructional strategies, while student work samples and common formative assessment data will show evidence of impact on learning. Teachers will engage in data analysis protocols to inform instruction and submit reflections and goal-setting documents to track their professional growth. Participation logs and co-teaching planning artifacts will further demonstrate active engagement in the collaborative learning process.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Deanna Maguire, Principal, Nicholas Rolland, Asst Principal, Amy Asbath, Intervention Specialist, Reading Specialists	2025-08-25	2026-06-10

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Bi Weekly
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments	

• 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Engaging Students in Diverse Learning Opportunities

Action Step		
• Implement a three-tiered instructional model using evidence-based programs aligned to student needs and supported by ongoing professional development.		
Audience		
Mosser teachers		
Topics to be Included		
Professional development will focus on engaging all learners through culturally responsive teaching, differentiated instruction, and student-centered strategies that promote voice, choice, and active participation. Teachers will explore how to meet the needs of diverse learners through effective use of technology and collaboration. The training will also include an overview of the three-tiered instructional model (MTSS/RTI), with emphasis on strengthening Tier 1 core instruction, delivering targeted small group interventions in Tier 2, and providing intensive individualized supports in Tier 3. Staff will learn how to select and implement evidence-based programs with fidelity, use student data to inform instruction, and collaborate in planning effective supports across all levels of need.		
Evidence of Learning		
Evidence of learning will include lesson plans and classroom materials that reflect differentiated instruction, culturally responsive practices, and strategies for student engagement. Observation and walkthrough data will show implementation of Tier 1, Tier 2, and Tier 3 instructional practices, while progress monitoring data will demonstrate student growth in targeted areas. Collaborative planning will be evident through team meeting notes and data discussion protocols, and teacher reflections, exit tickets, and PD feedback will provide additional insight into professional learning outcomes and next steps.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Deanna Maguire, Principal, Nicholas Rolland, Asst Principal, Amy Asbath, Intervention Specialist, Reading Specialists	2025-08-25	2026-06-10

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources	

• 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Approvals & Signatures

Uploaded Files

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